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ABSTRACT

The activities in this curriculum guide are designed to facilitate self-evaluation, goal setting, and educator-student planning of junior high learning experiences relating to career maturity. It is suggested that the career maturity measurement activity worksheets can be included in the student's school record and used as a reference base for future educational and career opportunities. Twenty-nine activities are grouped under the following four headings: Self Awareness Activities; Decision Making Activities; Career and Lifestyle Exploration Activities; and Interpersonal Skills Activities. Listed under each activity title are the goal statement, objective, possible setting, materials needed, directions, and options (additional classroom uses of the activity). An activity worksheet, which requires students to supply information, rank choices, or choose among presented alternatives, is provided for nearly every activity; in a few cases an assignment is provided in place of a worksheet. Other materials in this guide include suggestions (with examples) for a teacher-advisor role and suggestions for conducting parent conferences. The guide concludes with a form for students to use in rating their school work, a student Self Progress Report form, a Request for Information form, a Student Staffing Summary form, and a Student Reaction Survey form for determining student response to each activity. (DTT)

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Junior High Career Maturity Activities

Originally written by a group of
Parkview Junior High School Staff in 1974
1976 Revision
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

This CURRICULUM GUIDE was developed and field tested by staff members of the Roseville Area Schools, Roseville, Minnesota. Portions were funded by United States Office of Career Education grants.

The materials have been arranged so as to be as usable as possible for the classroom teacher. A preface or "Foreword to the Teacher" begins each guide. Following the preface comes the day-by-day procedure written from the teacher's point of view: Title of activity (what the greater part of the day will be spent on); objective(s); time line; materials needed and the procedure to be followed. This is followed by student worksheets or study materials where applicable.

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I. OVERVIEW

PURPOSE

Career maturity, here viewed in a broad human development context, provides a framework for competency based education.

The activities actively involve the student in updating, modifying and adding to the documentation of career maturity competence. The activities are designed to facilitate self-evaluation, goal setting and educator-student planning of learning experiences. The career maturity measurement activities can be reflected in the student's school record and used as a reference base for future educational and career opportunities.

All of the activities can be used in various settings such as classroom, small groups and in individual interviews. Teachers, teacher-advisors and counselors can use the activities.

The long range goal of the student centered career maturity measurement program is to have a K-12 student-developed resume or portfolio of competencies. The competencies will include:

. . . Self Awareness
. . . Decision Making
. . . Career and Lifestyle Exploration
. . . Interpersonal Skills

FIELD TESTING

The activities in this booklet have been field tested in a Junior High Teacher-Advisor Program. Student Reaction Surveys, which may be used to evaluate each activity, are found in Appendix A-6.

FORMAT

Suggestions for a teacher-advisor role are followed by student learning activities and suggestions for parent conferences.

The activities are arranged by the four goals of self awareness, decision making, career-lifestyle exploration and interpersonal skills. The goals can be emphasized in any sequence. Many of the activities can be used to support different goals, depending upon local needs.

II. INDIVIDUAL TEACHER-STUDENT CONTACT

How many students have you had an opportunity to talk with personally this past year? Do you know their interests? What are their needs beyond your classroom? The answers to these questions will vary, yet the problem remains the same. There's not enough time to get to know students as individudals, or for them to realize that we are concerned with them as individuals.

The opportunity to advise students individually will provide better student-teacher rapport and enrich our whole teaching environment. Time to sit down with students in an informal way can bridge the gap created by the proliferation of school programs and increased student population. There will develop a personal working relationship that will allow the teacher and the student to develop solutions to school related needs, to talk about academic and career guidance and to discuss quietly personal needs of the student.

THE ROLE OF THE TEACHER-ADVISOR

Establishing a Relationship — Before an advisor and student can successfully communicate between themselves, a working relationship must be established which would include the qualities of empathy, regard and genuineness. These qualities are essential to a climate in which problem solving can take place. The Teacher-Advisor Relationship Model further defines these qualities and illustrates the sequence of problem solving steps. (See Model on page 2.)

HINTS FOR LISTENING: A REVIEW

A. **Mirroring** — Exact repetition of speaker's words.

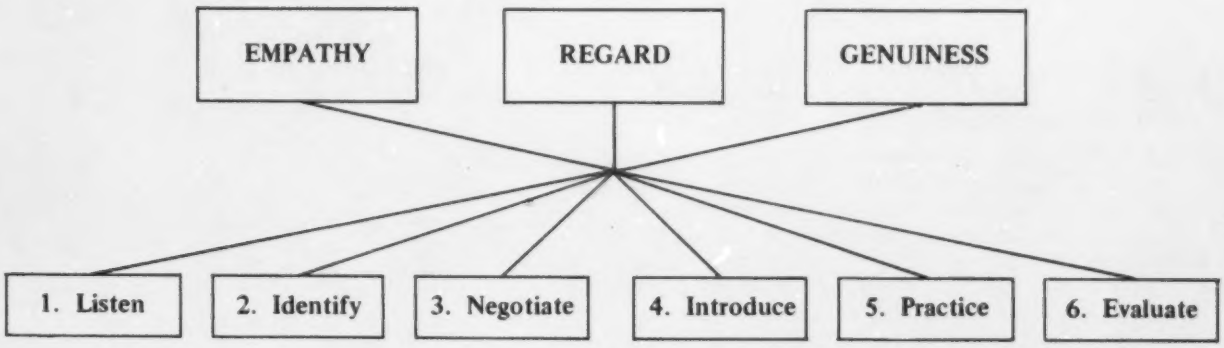
"I like football."	"You like football."
"I'm tired of doing homework."	"You're tired of doing homework."
"I hate those kids."	"You hate them."

B. **Paraphrasing** — Restatement of the speaker's words in **your own words.**

"I want to be left alone."	"You don't want to be bothered."
"I really had to work hard at school today."	"It's been a long day for you."
"I don't want to go to school today."	"You'd rather not have to go."

You're feeling . . .	You're saying that . . .
It sounds like . . .	I hear you saying . . .
In other words . . .	It seems that (like) . . .

TEACHER-ADVISOR RELATIONSHIP MODEL



RELATIONSHIP QUALITIES

EMPATHY: Being aware of, sensitive to, and understanding of the feelings and ideas of others. Includes listening, questioning, accurately understanding and "participating."

REGARD: Respect, concern and positive feelings for student's worth as a person and his/her feelings, experiences and potentials as an individual. Includes warmth, caring, accepting and selective attention.

GENUINESS (Facilitative): Clearly being oneself. Verbalizations are related to what one appears to be feeling. Responses do not have a destructive effect on the student. Includes openness, honesty, spontaneity and self-disclosure.

PROBLEM SOLVING

1. LISTEN — in a total sense — to the human system (individual, group, class). Be aware, take in, elicit.
2. IDENTIFY — **needs** and possible growth areas. Includes assessment of strengths.
3. NEGOTIATE — **goals**, openly and mutually, with the students (individual, group, class). Explicit attention to their own perceptions of strengths, needs and wants. Goals should be specific, immediate, possible and appropriate for the relationship.
4. INTRODUCE — **new** ideas, skills and attitudes, based on the goals.
5. PROVIDE — opportunities for **practice** or use of the new behaviors or ideas.
6. EVALUATE — with the student, overall or subparts, and give feedback. Recycle to step 1 or any other step.

C. **Listening for feeling** — Naming the feeling **behind the speaker's words** in **your own words.**

"Nobody else's mother makes them do all this."

"Jimmy's a big bully."

"You think she's being unfair to you."

"You're upset with Jimmy."

(Some feelings you may hear: upset, happy, angry, frustrated, lonesome, bored, satisfied, content, proud, jealous, uncertain, uncomfortable, afraid, up, down, miserable, embarrassed, put-upon, mistreated, anxious, nervous, pleased, determined, excited, eager, worried.)

Do not convey your feelings of approval or disapproval; rather, strive for accuracy in the communication of feelings between you and your student.

D. **Giving Feedback** — to be able to give and receive information from your student which will strengthen your relationship. Give feedback:

1. Immediately.
2. When the receiver is in an emotionally-ready state.
3. In an appropriate place such as your office.
4. When you and your student have time to appropriately deal with the matter.
5. In an objective or non-biased way to avoid value-laden language.
6. On something that will benefit your student.
7. In a way that conveys a feeling of your friendship to your student.
8. On your own feelings as you interact with your student.
9. In a verbally non-threatening way.

Some useful ideas for receiving feedback:

1. Ask your students for feedback.
2. Use paraphrasing when checking on their feedback.
3. Get involved in a circular process of giving and receiving feedback.
4. Keep a neutral or non-threatening, non-verbal reaction.

E. **Sharing Feelings** — Use "I," "me" or "my" and refer to a feeling or emotional state by name:

"I am angry."
"I am frustrated."
"I feel hurt."

Share feelings as much as possible with your student in the here and now, and share or describe feelings about the student(s) who is (are) present. Phrases like:

"Shut up."
"You shouldn't feel that way."
"You are wonderful."

all convey feelings, but are better conveyed by being more direct with describing your inner emotional state by using "I" messages.

THE INITIAL INDIVIDUAL CONTACT

The working relationship begins to develop during the initial advisor-student contact. The importance of the first advisor-student contact cannot be over-emphasized.

1. Initial contact with student as soon as assigned.
2. The intent of the first contacts (perhaps 3 or 4 sessions up through an entire year) is not to solve problems or deal with needs of the student, but to establish a rapport which will be the basis for future contact.

Points that might be covered during the first meeting include:

1. Discuss and explain the Teacher-Advisor Program.
   a. Be prepared to answer questions the student might have regarding the selection process.
   b. Purposes of the Teacher-Advisor Program.
   c. Emphasize the confidentiality of the advisor-student relationship.
   d. Stress the need for honesty on the part of both the advisor and student.
   e. The conflict that may arise between the role of the teacher in the classroom and the teacher as an advisor.
2. Advisor's responsibilities to the student may include:
   a. Personal
      . . . Attitudes toward self and others, values, goals
      . . . Peer relationships
      . . . Teachers' relationships
      . . . Physical problems
      . . . Family relationships
   b. Academic
      . . . Scheduling
      . . . Grades and progress reports
      . . . Study habits
      . . . Use of unstructured time
      . . . Quest
   c. Educational-Career Planning
      . . . Course selection
      . . . Career information
      . . . Career exploration
      . . . Goal setting
   d. Parent Communication
      . . . Be available to the parent when questions arise
      . . . Arrange parent-teacher meetings upon request

POSSIBLE TOPICS FOR SUBSEQUENT ADVISOR-STUDENT CONTACTS:

A. Plans made for continuous advisor-student relationship — establish schedule or "as need arises."
B. Ascertain student's interests.
C. Obtain information pertaining to previous experiences of students.
D. Obtain information pertaining to achievements of students.
E. Acquire information on how the student learns best.
F. Advising on use of unstructured time.
G. Advising on electives or program planning.
H. Advising on careers.
I. Assisting student in conflict situations (refer to Problem Solving and Student Growth below).
   1. Peer conflicts
   2. Teacher conflicts
   3. Family conflicts
J. Advising on grades.
K. Follow up on grade reports.
L. Follow up on progress reports.
M. Follow up on attendance and behavior reports.

NOTE: Guidance counselors likely will have questionnaries which will help the student and teacher obtain information for topic areas B, C, D, E, G, H and I. Also, many of the activities explained under "Small Group Activities" will help both the student and advisor better appreciate the student's needs, strengths, interests and feelings for a number of the topics suggested here.

PROBLEM SOLVING AND STUDENT GROWTH

A. Awareness ("What's wrong?" — "What could be better?")
   1. Self-examination
      a. Discover areas of unhappiness, dissatisfaction, pain, tenseness, boredom, hunger for growth and change.
      b. Discover which ego states are involved. ("Who is having trouble?")
      c. Discover if it involves mind, emotions, body, environment, etc.
   2. Realization that "I can do something about my life."
      a. I am responsible for my behavior.
      b. I am responsible for my feelings and emotions.
      c. I am responsible for taking care of myself.
      d. Santa Claus, fairy god-mothers, magic wands, jolly green giants, Prince Charming and wishing wells are myth.
      e. Both the teacher and the student must accept the definition of the problem.

B. Decision ("What am I going to do about it?")
   1. Requires a desire to take charge of own life.
   2. Requires **adult** decision of "I WILL . . ." or "I WON'T . . ."
      a. Not a **child** decision of "I'll try . . ." or "I wish . . ." or "I want . . ."
      b. Not a parent decision of "I ought to . . ." or "I have to . . ." or "I must . . ."
   3. Must have the reality of being possible.

C. Plan ("How am I going to do it?")
   1. Recognition of steps of the problem.
      a. Identify initial stimulus or cause.
      b. Identify response or reaction to cause.
      c. Identify the following moves.
   2. What to do about it?
      a. Identify and examine options.
      b. Program a question.
         (1) "Is this really necessary?"
         (2) "Do I have to feel this way?"
         (3) "Is this helping me?" or "Is this helping someone else?"
         (4) "Do I have a choice?"
         (5) "Does this have to do with me? Is it my problem?"
         (6) "Is this my responsibility?"
         (7) "Do I have to be a victim, a persecutor or a rescuer?"
      c. Accept responsibility for my own feelings.
      d. Accept responsibility for my own behavior.
      e. Have **adult** keep nagging, critical **parent** from browbeating the **child.**
      f. Let the **child** celebrate when things go well.
      g. Have **nurturing parent** praise and encourage the **child.**
   3. Find motivation or reward to make change worthwhile.
   4. Recognize success or accomplishment.
      a. Identify observable or reportable features of success or accomplishment.
      b. Adult must have awareness that goals have been reached or failed.
   5. Advisor should treat young person's ideas with respect.
   6. Choose best approach — adult and young person must agree to best approach.

D. Statement (Express it by written or spoken word)
   1. State in simple terms.
      a. Use words a 5-6 year old **child** understands.
      b. Use specific terms — something you can see work.
      c. Use short sentence or sentences.
   2. Consider time limits, number of occurrences, ego states, other people, your body, mind, emotions and strengths.

E. Evaluation ("How did it work out?")
   1. How can I tell when I have succeeded or failed?
   2. If I didn't succeed — what went wrong? TRACK IT DOWN!
   3. Modify, change, up-date the contract to make success possible.
      a. Shorten up time period of contract.
      b. Give more leeway on number of behavioral occurrences within that time period.
      c. Find better ways of rewarding success (stroke yourself - get others to stroke you.)
      d. Find new ways of using time.
      e. Find new people.
      f. Remind yourself — "You're still OK."
      g. Keep **parent** off your back.

F. Form a New Contract
   1. A new priority is always waiting to emerge and replace the solved one.
   2. Growth is a continual and never ending process.

REMEMBER: Your best tools for effective problem-solving will always be:

ACTIVE LISTENING
CLEAR AND HONEST SENDING
RESPECT FOR THE NEEDS OF THE OTHER
TRUST
BEING OPEN TO NEW DATA
PERSISTENCE
FIRMNESS IN YOUR UNWILLINGNESS TO HAVE IT FAIL

KEY POINTS:

1. Don't try to problem-solve a complex problem when you have only a brief period of time. Set up a time in the future convenient to you and the other person.
2. Include in each problem-solving situation only those persons involved in the problem.
3. Try not to go into problem-solving with a preconceived and fixed solution.
4. Don't rely on traditional or stereotyped solutions (or those of your neighbor). Your solutions may have to be unique ones because they will come out of a unique relationship.
5. Refer to problem solving steps in Teacher-Advisor Relationship Model.

PRECAUTION: The teacher-advisor must judge when a student problem may be handled within the realm of the teacher-advisor program and when it may be better to seek help or refer the problem to other personnel. Other staff members, counselors, nurse and/or administrators may be used as consultants while the teacher-advisor continues to work with the student.

Examples of situations in which consultation or referral may be recommended include:

1. Specialized testing
2. Group counseling
3. Referral to outside agencies
4. Advisor-student conflict

III. MONITORING THE STUDENT'S PROGRESS

OVERVIEW: The advisor may wish to start by assessing one's own professional strengths and needs relative to selecting students and focusing on specific student needs. A variety of methods of assessing and monitoring of student progress are suggested.

Needs Assessment (Priorities)

A. Advisor's own strengths and needs
B. Student needs
   1. Observation (See Appendix-1)
   2. Interviews (See Appendix-2)
   3. Questionnaires — attitude and reaction (See Appendix-3)

Academic Progress (Commendation and/or Progress)

Mid-term reports might be channeled to advisor, with the following advisor options:

1. Phone call home reporting on all academic areas
2. Staffing
3. Sending report home through normal guidance office procedure
4. Home visit-conference
5. Advisor uses student progress form with students (See Appendix-4)

Staffing Guidelines (See Appendix-5a and Appendix-5b)

1. Purpose — specific concerns behaviorally described
2. Share Information — determine if action plan is needed and feasible
3. Problem Solving — brainstorming possible solution
4. Action Plan
   a. Focus on behavior and attitudes that are practical to change.
   b. Be specific enough so that change is observable and measurable.
   c. Involve student in action plan whenever possible, but not necessarily in the staffing.

   Example:

   Target Behavior — An eighth grade boy moving about the room and talking without permission.

   Action Plan — A common reward system where the student's teachers offered a token in exchange for improved behavior. These tokens, in turn, allowed the student free time from school. The student handled the tokens and the guidance office organized the free time. The advisor's role was to monitor the process.

   Evaluation — The student managed to earn a token in approximately 80% of his class sessions, which meant he was behaving according to the standards set by his teachers.

B. Consider a variety of action plans:
   1. Direct influence attempt — example: Persuading a shy student to become more assertive, by role playing assertiveness with

him and then practicing in the situations most comfortable to him.

2. Student's learning environment restructured as a result of the advisor's initiated staffing with the student's teachers. A tentative action plan was devised and piloted in two of the teachers' classrooms which emphasized breaking the student's requirements down to daily and weekly assignments. Eventually all teachers were involved in the action plan.
3. Direct influence attempt with the parent — example: Persuading an over-protective parent to be firmer in getting a student to school with a promise of on-going communication regarding attendance and progress.
4. Use of specialized school staff — An action plan might be devised/implemented with input from any of the following: counselor, psychologist, nurse, speech therapist, SLBP, PACE or assistant principal.
5. Referral to outside agency — An action plan would include preparing the student and parent for referral to an agency such as family counseling centers, local family service organizations, community mental health centers, juvenile court services or local drug services.
6. Indirect influence through planned group activities — An action plan for a student with very little ability to form friendships is placed in a personal communication group.
7. Reporting of staffing to staff members — A brief account of action plan should be sent to the teachers of the student concerned:
   a. Date of action plan
   b. Faculty and others present at meeting
   c. Pinpoint the problem(s) discussed
   d. Describe action plan
   e. Report should be marked "confidential"

Guideline for Recording Student Progress — The recording of student progress involves several considerations:

A. The student's school record is in one sense the student's and parent's property, and is therefore open for their review upon request.

B. The student's school record ideally contains information that is useful to the student and the teachers in an on-going fashion.

C. The student record should include information that is about the student and focuses only on the student:
   1. Student self description
   2. Test results in a form understandable to the student and the parent
   3. Attendance and report card marking
   4. Teacher observations of the student's behavior — interpretations are completed at one's own risk
   5. Documentation of activities and samples of accomplishments

D. Information that is not student centered is likely to be useless, unethical or threatening. It should not be a part of the student's record:
   1. Psychological and psychiatric jargon
   2. Personal reactions of school personnel to the student's family and life circumstances
   3. Any information that is obtained under false pretenses ("If you confide in me I won't tell anyone else.")
   4. Impressions or reactions to the student which cannot be documented in any other way.
   5. Impressions or reactions which, when shared with the student, have the effect of hurting and not following the guidelines of constructive criticism.

IV. SMALL GROUP ACTIVITIES

INTRODUCTION

The small group process can be an effective experience for the junior high student. The guidelines and activities which were developed and collected for this handbook are within the capabilities of a teacher-advisor. The teacher-advisors can use these activities creatively, selecting those activities which meet their capabilities and needs as well as student needs, interest, age level and group setting. They can be used in a variety of ways: they can be experienced with a student group; they can be used in sub groups within the classroom; they can take place within interest groups formed by students of various advisors; or they can be used with individual students. Co-leading with another teacher-advisor, counselor or special service staff member is encouraged.

The small group activities presented here are designed to promote greater self-understanding and self-awareness by identification of values, recognition of feelings and acceptance of differences. They also aim at building interpersonal relationships among peers, family members and teachers, by encouraging a better understanding of our relationships with others. They will also provide experience in communication, decision making and career exploration skills.

ORIENTATION

How to Orient Students to the Group — One method of helping students contribute to a group as well as profit from it might be to present the following in a classroom, small group or individual interview situation.

A. Guidelines for Group Participation:

1. Decide what you want from the group experience
2. Speak for "I," not "We"
3. Share your feelings as best you can
4. Try to be honest and also kind
5. Remember that what is happening in the group is important
6. Show that you have heard what other people have said
7. Look at each person as you talk and use first names

B. Objectives for orientation interview prior to forming group (10-20 minutes):

1. Orient in terms of content, goals and processes
2. Seek a personal goal statement
3. Build up the group experience as a potentially valuable one (positive but realistic)
4. Indicate the contributions the student could take to the group
5. Seek commitment to norms of empathy, regard, openness and regular attendance.

NOTE: For the student, the norms might best be stated as helpfulness (empathy) responsibility (regard) and honesty (openness).

Leader's Role

A. **Definition** (Shared Leadership)

Group leadership can be defined as the resource to carry out the necessary relationship climate and problem-solving steps in the Teacher-Advisor Relationship Model. Using one's role as a teacher or advisor to direct, reward and punish will be necessary, but it will not have the effectiveness of the previous influence methods. Ideally the teacher or advisor will want to give one's skills away to the group — to teach them to carry out the necessary group functions in helpful ways.

Shared leadership, also known as democratic leadership or group-centered leadership, has been found to be the most effective strategy in various educational, industrial and laboratory settings. The advisor, in openly recognizing the interdependence of the students and himself in providing choices for everyone in the group, and providing opportunities for mutual influence, is using shared leadership. Initially, the advisor will need to take a fairly active role in modeling and shaping the norms of cooperation and constructive conflict resolution; however, the longer range goal is to "give away" or teach these leadership skills to the students and encourage all the group members to assume responsibility for the success of the activities. The teacher can also be a powerful model when using shared leadership techniques.

The advisor will need to be honest with himself/herself and the students in terms of what decisions and actions the advisor has the power and influence to direct, and then to select only those that the teacher feels are so necessary to the success of the group, that he or she will not risk sharing the decision. For example, some advisor selected sub-groups and certain learning activities will not be submitted to a group decision if the advisor has the necessary power to implement these decisions and does not want to accept the consequences of a negative group decision. Another example would be the advisor's role of protecting some class members. A real danger is teacher or powerful class member manipulation of others using the devious guise of "democratic packaging".

B. **Starting Group Discussions**

1. Provide a topic-task-question so that everyone can participate.
2. Establish norms of **shared talk time** and **participation of all members.**
   a. Use a carousel (go-round) technique to begin.
   b. Model the behavior first if appropriate.
   c. Choose as the first member-speaker in the carousel, that person most likely, in your opinion, to give you what you want (a model response). Work so that resistant members are later, but not last, in the go-round.
   d. Reinforce members verbally and non-verbally for their contributions whenever appropriate.
   e. Cut off "fast talkers" and "long-winded talkers" if necessary. Ask for the opinions or reactions of those not heard from. Silent members are often "gems" to be discovered!
3. Model good communication behaviors.
   a. Use first names, eye contact and direct communication.
   b. Listen attentively. Respond directly to the previous statement or question before changing the communication flow.
   c. Ask for clarification whenever necessary. Re-state member statements in a more explicit manner if you are able.
   d. Attend to the feelings and meanings, not necessarily explicit in the words. (Note: tone of voice and non-verbal cues)

4. Establish norms of member-to-member involvement and communication.
   a. Call attention to member statements or questions not attended to.
   b. Use eye-contact, posture and other non-verbal signs to direct the discussion.
5. Establish norms of shared leadership.
   a. Re-direct member statements made to you as leader. Turn away from the speaker and ask another member to reply, choosing a member who will reply directly to the first member-speaker. If that person does not, re-direct the reply to the first member-speaker.
   b. Subtly reinforce group members (verbally and non-verbally) for attending to other group members rather than to you as group leader.
   c. Try to blur your leader role by gradually decreasing your leader behaviors. Don't set yourself up as **the** decider or elicitor of opinion, or **the** structurer or attender to feelings.
   d. Respectfully use facts — avoid clubbing. Be frank about your own ideas, attitudes, concepts, experiences. Keep your preferences tentative until several aspects of the topic have been aired and understood.
   e. Initially intervene if it is necessary to get the group back on the specified agenda or task, but gradually try to get the students to assume this role.
   f. Try to make use of questions or member statements to structure the next part of the discussion; gradually encourage students to do this.
   g. Rotate a process observer student role to refer ahead or call the group's attention to the agenda if necessary.

   ABOVE ALL — try to show that you are enthusiastic about the discussion and **sincerely** interested in the group members.

Diagnosis of Group Problems — Three of the most common group problems are conflict, apathy and indecision — each with its own symptoms and possible diagnosis.

A. Conflict

Conflict "in a group" means disagreement, argument, tension, impatience and lack of listening.

Diagnosis 1

The group may have been given an impossible task and members are frustrated, feeling that they are unable to meet the demands made of them, that the task is not clear or is too disturbing.

Additional Symptoms to Look For:

1. Every suggestion made seems impossible for practical reasons
2. Everyone seems to feel pushed for time.
3. Members have different ideas of the group's task

B. Apathy

Apathy includes indifference, boredom, lack of enthusiasm or follow through, satisfaction with poor work.

Diagnosis 1

The problem upon which the group is working does not seem important to the members, or may seem less important than some other problem.

Additional Symptoms to Look For:

1. Questions raised about what is really the group's task
2. Members fail to follow through on decisions
3. Confused or irrelevant statements are allowed to go by
4. Members wonder about the reason for working on this problem
5. Suggestions are made that we work on something else

Diagnosis 2

The problem may seem important to members, but there are reasons which lead them to avoid attempting its solution, such as conflict of interest or fear of consequences.

Additional Symptoms to Look For:

1. There are long delays in getting started
2. There is much irrelevant preliminary conversation
3. Members are reluctant or embarrassed to discuss the problem

Diagnosis 3

The group may have inadequate procedures for solving the problem.

Additional Symptoms to Look For:

1. No one is able to suggest the first step in getting started
2. Members seem unable to stay on a given point
3. Members appear to misunderstand or not hear one another
4. The same points are made over and over
5. The group appears unable to develop adequate summaries
6. There is little attention to fact-finding or use of resources
7. Members continually shift into unrelated, peripheral tasks
8. Subgroups continually form, along with private discussions
9. There is no follow through on decisions or disagreements

C. Indecision

Indecision refers to inadequacies in the decision making process.

Symptoms:

1. Fear of the consequences of a decision
2. Conflicting loyalties among group members
3. Interpersonal conflict among members

Diagnosis 1

There may have been premature calling for a decision; the decision is too difficult; or the group is low in cohesiveness and lacks faith in itself.

Additional Symptoms to Look For:

1. The group swings between making too rapid decisions and having difficulty in deciding anything

Diagnosis 2

The decision area may be threatening to the group, either because of unclear consequences, fear of reaction of other groups or fear of failure for the individuals.

Additional Symptoms to Look For:

1. The group lacks clarity as to what the decision is
2. There is disagreement as to where consensus is
3. A decision is apparently made but challenged at the end
4. Group members refuse responsibility
5. There is continued effort to leave decision making to the leader, a subgroup or an outside source.

RAP SESSIONS

Group building activities might include rap sessions.

Topics for Rap Session:

School

1. Teachers I have liked
2. Something a teacher did that I did not like
3. Quests I have known
4. Feelings I have about tardies
   a. Policy (absent policy), etc.
   b. Locking of lavs
   c. School Rules
5. What rights should students have
6. The ideal school
7. How other schools are different (many students have attended other schools)
8. Making friends in junior high
   a. How to start
   b. Cliques
   c. Different types of kids in school
   d. Keeping old friends
   e. Jealousy
9. School work
   a. Areas I want to improve
   b. Feelings about taking a test
   c. Difficulty with work
   d. Ways teachers can be helpful to students
10. How much responsibility do I have
    a. For being picked on
    b. For a new student entering school
    c. For the feelings a new person has
    d. For ways to help new people
    e. For common reactions to new students
11. How much should I
    a. Help others
    b. Help others with their school work
    c. Help others when too much helping becomes cheating
12. Why do students cheat?
    a. When you know someone is cheating, what is your reaction?
    b. Environments that encourage cheating

Feeling Left Out

1. What does it mean to be "left out"?
2. How does it feel to be "left out"?
3. What are some reasons why boys and girls are sometimes left out?
4. If a person is left out, what can they do?
5. Have you ever "left somebody out"?

Human Potential

1. What are your strengths?
2. Something you do well
3. How can you develop some of your interests?
4. What are your feelings about competition (in school work, in athletic activities)
5. Recognizing we can do something better than others
6. Recognizing areas that others can do better than we can

RAP SESSION SAMPLE:

(1) **The Situation**

Wendy has gone downtown on a Saturday afternoon for a day of shopping . . . or shoplifting. She is about to step onto the sidewalk from the front doors of the department store when a store detective suggests that they go to the office for a little talk. A search reveals that Wendy is wearing a new bathing suit under her clothes. In her handbag are matching sun glasses. Both items are obviously from the store.

(2) **The Choices** — Some people who have been apprehended have used the following "explanations." Do any of them seem satisfactory to you? Which one?

__ 1. "I was doing it as part of an initiation into a school sorority."

__ 2. "I can't afford a new bathing suit. My family can barely get along with all of us working, and my mother is sick."

__ 3. "Just tell me what the stuff costs. My father will send you a check — with a little extra for your trouble."

__ 4. "You mean you're going to prosecute me? Why? I'll give you back the stuff. Isn't that enough?"

__ 5. "I didn't take it from any person. This store has merchandise worth millions."

__ 6. "I didn't do anything wrong. My only crime was getting caught."

(3) **The Challenges** - Should the following people be subject to the same laws as ordinary criminals?

	Yes	No
1. Those who do something as a prank, or for friends.	—	—
2. Those who have always been poor.	—	—
3. Those who have always been rich.	—	—
4. Those who are willing to make restitution.	—	—
5. Those who take from the rich rather than the poor.	—	—
6. Those who don't recognize the difference between right and wrong.	—	—

(4) **Action** — Did you check the Choice 1 and Challenge 1? Or number 2 for each? If your choice and challenge selections were the same, write a paper justifying the selections you made. How far are you willing to carry the excuses, though? What about crimes more serious than shoplifting?

Did you check choices and challenges whose numbers don't match? Explain why one kind of explanation seemed all right for the specific crime of shoplifting, yet you were unwilling to accept it as a general rule.

Explain the beliefs of a person who rejects all explanations for shoplifting.

Another Situation

Dan has been invited to a party by a boy he has met in class. When he arrives he recognizes several other people he has seen at school. He gets something to drink and sits down to talk to a pretty girl. Some minutes later, he becomes aware that a number of the people on the other side of the room are smoking marijuana. He perfers not to, is enjoying his talk with the girl, but hates to risk arrest in a community where being near pot is as socially acceptable as manslaughter.

V. SELF AWARENESS ACTIVITIES

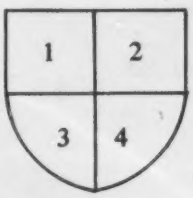
PERSONAL COAT OF ARMS **VALUES AUCTION** **YOUR PERSONALITY**
PERSONAL DEVELOPMENT CONTRACT **PERSONAL DATA SHEET** **WHO AM I**

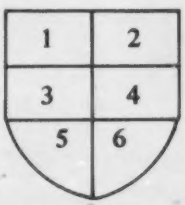
Title of Activity:	**PERSONAL COAT OF ARMS**
Goal:	To make aware of and improve a student's positive self concept
Objective:	Students will achieve a greater self concept by identifying important elements of their lives
Possible Setting:	Any group
Materials Needed:	Large sheets of paper with shield outline, crayons or markers. Optional: magazines for cutting, scissors and paste

Directions:

1) The teacher will choose four to six items from the list of Coat of Arms Categories to be drawn in on the shield.

2) Distribute large sheets of paper containing a drawing of the shield, with numbered sections on them.





3) Have students fill in the areas of their shield outline. They should not be concerned about artistic appearance, but rather concentrate on giving a clear picture of themselves.

4) Post shields around room or display on the floor. Allow students a few minutes to browse, looking at other students' shields.

5) Have an open discussion concerning what students learned about other group members from their shields.

caution: This activity has been used a lot. Therefore, it may be more beneficial if placed other than at beginning of student-advisor meeting.

Options — Recommendations:

1) A possible beginning activity. This can be a most useful tool for getting to know group members.
2) Useful as a pre-post activity for comparing where the student is at the beginning and where student is at year's end. Introduce the activity as one to be done later also.
3) A very adaptable activity which can be altered to fit any purpose of the advisor.
4) A student could be given the list of categories and then be directed to choose six items to use in filling in the shield. This would permit a large variety of responses and truly original shields.
5) A change in shape of the Coat of Arms Shield could be most refreshing, especially if the activity has been previously completed by the group.

Coat of Arms Categories

a. Draw your most valuable possession
b. Draw the place where you are most comfortable
c. Draw three things you like to do most
d. Draw two things you do well
e. Draw three words you would like said about you
f. Draw three people you would like to work with
g. Draw what you expect your grades to be at the end of this quarter
h. Draw what you would like your grades to be at the end of this quarter
i. Draw your greatest success so far
j. Draw three people who mean a lot to you
k. Draw what you would like to be doing in five years
l. Draw your best friend
m. Draw your favorite season
n. Draw your favorite year
o. Draw a job you could have now
p. Draw a job you would like in the future
q. Draw what you would most like to have in ten years
r. Draw where you would most like to go
s. Draw your three favorite foods
t. Draw what you most like to watch
u. Draw what you most like to listen to
v. Others

Title of Activity: **PERSONAL DEVELOPMENT CONTRACT**

Goal: To make aware of and improve a student's positive self concept

Objective: To help students think about changes that he or she wants to make in his or her life and develop a plan of action

Possible Setting: Recommended for 8th and 9th grade students

Materials Needed: Paper (small note book would be ideal) and pencil

Directions:

A Personal Development Contract is a plan for helping you to make changes that you desire to make in yourself. These changes can be related to any area of your appearance, aptitudes or personality that you would like to change, and that seems possible. (Obviously you can't change your height or the color of your eyes, but you can change your weight or the length of your hair.)

The contract can be effective if **you** decide what **you** would like to change and ask others to help you, check up on you and support you. Use the contract whenever you see a change that would help you to become closer to your "ideal self." Don't choose not to use it for fear of failure. Small gains are successes, not failures.

Write a Career Development Contract by using the following steps:

I. Identify something about yourself that you would like to change.
   a. Is it to **start** doing something?
   b. Is it to **stop** doing something?
   c. Is it to do something **more often?**
   d. Is it to do something **less often?**
   (State what it is you want to do. Consider a realistic short term goal as well as a longer range goal)

II. How much do you want to make the change?
   a. Will you be honest about your actions in regard to carrying out your plan?
   b. Will you be responsible for what you do? (No shifting the responsibility to another person or situational circumstance)
   c. Do you **really want** to make the change?

III. Identify **specific actions** you could take to bring about the desired change.

IV. Identify the resources you might use in helping you to make the change. (People, objects, experiences)

V. Write a Career Development Contract that you intend to carry out. Be specific about what you hope to accomplish and how you will know when you have completed your contract.

VI. Name the person or group of persons in this group or elsewhere who will help, encourage and support you.

VII. Follow up — keep a record of the results of your plan and describe the results after one week; modify, if necessary, and continue.

Title of Activity:	**VALUES AUCTION**
Goal:	To make aware of and improve a student's positive self concept
Objective:	1) To define personal values 2) To understand personal choices 3) To express reasons for choices
Possible Setting:	1) Good for any group 2) Be sure to check if this activity has been previously done, since it is a popular one
Materials Needed:	Play money Stated values on board or overhead Student money tally Discussion guide

Directions:

The auction is conducted in the manner of a regular auction, with the exception that students will be buying items which are not usually for sale. Each student should recieve a tally sheet. As they buy values, students should record the amount spent and purchases made. Give students time to look over the values to be auctioned before the bidding begins.

Choose the items to be auctioned one at a time. You will not sell all the items but that won't make any difference. Avoid telling students when you are selling the final item. When you think it has gone on long enough, stop and bring the experience together with a discussion.

Options:

1) Change values list to all personality traits (i.e., beauty, patience, wealth, honesty, bored, unfriendly, happy-go-lucky, etc.)
2) Following the discussion, it might be fun to exchange ideas on: What if a person really could buy these things?
3) Have a student be the auctioneer. The advisor becomes a buyer. Then, assuming age may be one factor for different values, compare choices made.

VALUES TO BE AUCTIONED

1. To have a puppy
2. To get away from home
3. To join the Peace Corp
4. To go to college
5. To stay at home
6. To have a famous father
7. To be a quiet person
8. To have cool-looking clothes
9. To quit school
10. To be appreciated
11. To have my mother love me
12. To be left alone – not bugged
13. To tell great jokes
14. To make lots of money
15. To be a happy person
16. To get married
17. To work with children
18. To be a teacher
19. To love everybody
20. To be a great baseball player
21. To be in a big family
22. To be in a small family
23. To travel all over the world
24. To be a rebel
25. To have long hair
26. To never get married
27. To have my parents understand me
28. To never have to worry
29. To have all the candy I want
30. To be intelligent
31. To be a movie star
32. To have my back scratched
33. To have lots of friends
34. To be a carpenter
35. To go fishing every day
36. To be out on my own
37. To be taken care of
38. To never have arithmetic
39. To not have a sister
40. To be an airforce pilot
41. To be healthy
42. To have a pony
43. To be beautiful or handsome
44. To own a snomobile

MONEY TALLY SHEET

$ 500.00 Balance

Name _____

Value Purchased:	Amount Spent:

DISCUSSION GUIDE

1) How many of you bought things that you wish you hadn't bought, or for which you think you spent too much money?

2) How many of you bought something that you are really glad you bought? Would you buy it again? Do you think it is a good buy?

3) Did any of you think that the way you bid at the auction had anything to do with what you bought? Did any of you get carried away in the bidding?

4) Do any of you have some reasons for buying the things you did? Why did you want that item?

5) Was there something on the list that you wanted but it wasn't auctioned off? What was it?

6) Is there any item that you would have given all your money to have?

7) What does what you bought say about you? (This is a question that you might leave with them.)

Title of Activity:	**PERSONAL DATA SHEET**
Goal:	To make aware of and improve student's positive self concept
Objective:	To provide a concrete view of "Who Am I?"
Possible Setting:	Recommended for any group, or as an individual activity
Materials Needed:	Personal Data Sheet for each student and pencils

Directions:

Allow plenty of time to complete the Personal Data Sheet. Keep as reference for future use.

Options:

Several of the questions are a good basis for rap sessions. These sessions may overlap into developing interpersonal skills.

No evaluation is necessary for this sheet as it is more of a personal survey. However, if the sheet is used in rap sessions, evaluations of those sessions are recommended.

Personal Data Sheet

1) Name
2) Birthday
3) Age in years
4) Address
5) Phone number
6) What other schools did you go to? Tell something about them.
7) Who are the people in your family? Describe each person in one sentence.
8) What would you like to do when you "grow up"?
9) What does your father do for a living?
10) What are some of his interests and hobbies?
11) Does your mother work?
12) What are her interests and hobbies?
13) How do you spend your time when you are not in school?
14) Of all the things you do in your spare time, which do you like most?
15) Of all the things you do in your spare time, which do you like least?
16) What does your family usually do for Christmas?
17) What was outstanding about your last summer vacation?
18) What are your favorite TV shows?
19) Have you seen any movies in the last few months which you particularly liked?
20) State in a sentence why you liked each movie.
21) What are your favorite sports, if any?
22) Do you have any opportunities to earn money? What are they?
23) Do you save money? For what?
24) What do you like best about school?
25) What do you like least about school?
26) If you could change something about our school, what would it be?
27) If you were a teacher, how would you teach your classes?
28) Do you have a hobby which takes a lot of your time? What is it?
29) Is there an adult outside of school whom you dislike intensely? Why?
30) Are there some adults outside of school whom you admire intensely? Why?
31) What is there about you which makes your friends like you?
32) Is there something you want badly, but can't have? What is it? Why can't you have it?
33) Of all the people you know who have helped you, who has helped the most? How did they go about helping you?

Title of Activity: **YOUR PERSONALITY**

Goal: To make aware of and improve student's positive self concept

Objective: Students will become aware of personal strengths and weaknesses

Possible Setting: Recommended for a group or individual activity

Materials needed: Copy of Check Sheet below for each student and pencils

Directions:

Have students complete check list on their own without discussion with you or other students.

Options:

1) Use as basis for "Personal Development Contract."
2) Use as a "How Do Others See Me?" exercise. Divide group in partners (try to get acquaintances together, but avoid "best friend pairs" or "total stranger pairs"). Have each student complete check sheet for his/her partner without discussion. Allow time for partners to compare observations of each other.

CHECK SHEET

MANNERS:

1) Concern for others
2) Respectful of others

PERSONAL TRAITS:

3) Cooperative
4) Honest
5) Punctual
6) Sincere
7) Patient
8) Loyal
9) Cheerful
10) Dependable
11) Outgoing
12) Friendly
13) Fair
14) Unselfish
15) Sense of humor
16) Get along well with adults
17) Get along well with peers
18) Gossip
19) Considerate
20) Talk about self a lot
21) Dress neatly
22) Well groomed
23) Reputation
24) Confident

WHAT I DO WELL:

25) Memorize
26) Work with my hands
27) Handle money
28) Work out problems logically
29) Get along well with different kinds of people
30) Influence others
31) Solve number problems
32) Organize
33) Write creatively
34) Draw, paint
35) Contribute in team games
36) Take care of myself (eat, sleep right, exercise, etc.)
37) Play musical instrument or sing
38) Listen
39) Work neatly
40) Think of new ideas
41) Get involved in sports
42) Help friends with problems
43) Fix things
44) Follow directions
45) Help others understand ideas

Title of Activity:	**WHO AM I**
Goal:	To make aware of and improve student's positive self concept
Objective:	Students will begin to identify what they enjoy doing
Possible Setting:	Recommended for any group
Materials Needed:	Copy of Check List below for each student and pencils

Directions:

Pass out check list, "Things I Like To Do". Allow plenty of time for students to complete.

Options:

1) Changes can be made on check list to best fit a particular group.

2) It can be used as a reference for a Personal Development Contract.

3) It could be a possible tool for getting acquainted by discussing items from the check list in more specific terms:

   a. What do you like to read?
   b. What works for you to make people happier?
   c. What do you collect?

THINGS I LIKE TO DO

	Yes	No		Yes	No
Be with people most of the time			Study		
Do things by myself			Help people to be happier		
Make things with my hands			Write letters		
Talk with kids my age			Go places by myself		
Talk with adults			Discover new things		
Think			Work on school activities		
Put thoughts and ideas on paper			Be outdoors a lot		
Work with numbers			Collect things		
Read			Help around the house		
Write stories and/or poems			Entertain small children		

VI. DECISION MAKING ACTIVITIES

IMAGINING WHAT I'D DO
UNDERSTANDING MY CHOICES

HOW I WANT TO BE REMEMBERED
NEW FRIENDS

Title of Activity: **IMAGINING WHAT I'D DO**

Goal:
1) To become aware of decision making processes
2) To make aware of and improve student's self concept
3) To further develop interpersonal skills

Objective:
1) To learn more about others in the student group
2) To help students become more aware of how they react to various situations
3) To realize there is more than one choice possible in dealing with a personal situation

Possible Setting: Recommended for any group with a high comfort level

Materials Needed: Copies of fantasy situations

Directions:

Below are a series of fantasy situations. They deal with initiating relationships with lonely people or giving help to individuals who seem to need it. The procedure for the exercise is as follows:

1) Present unfinished fantasy situation from the list.
2) Each student thinks of his/her ending to the situation and shares it with the group.
3) Ask students to think of actual situations that have occurred recently in which they were a part.
4) Share feelings about that situation with the group.
5) As a whole, discuss what has been learned about self and others from this activity.

Options:

1) Role play fantasy situations.
2) If students feel uncomfortable sharing actual situations, continue choosing fantasy situations from list.

FANTASY SITUATIONS

1) **You are eating lunch in a school cafeteria. You get your lunch and walk into the lunchroom. The lunchroom is crowded and noisy with lots of people laughing and shouting and having a good time. Off in a corner is a boy sitting all alone at a table. What do you do? What happens?**

2) **You are sitting in class. Several persons in the class are making belittling comments towards another student. The student is obviously having his feelings hurt. He catches your eye and looks at you. What do you do? What happens?**

3) **You are watching a group of friends talking in front of a restaurant. A person whom they consider odd and strange walks up to them and tries to join in the conversation. They ignore him. Finally one of your friends says, "Why don't you get lost?" The person turns away. What do you do? What happens?**

4) **You are sitting in a classroom. A student whom you don't know has constantly bugged the teacher and caused trouble ever since the class began several months ago. Although he is often funny, everyone is fed up with his behavior. He comes into the room and takes a seat next to you. What do you do? What happens?**

5) **There is a new student in the school. You have often heard her say that your school is not nearly as good as the school she previously attended and that the students at your school are usually "just unreal." What do you do? What happens?**

Title of Activity:	**UNDERSTANDING MY CHOICES**
Goal:	1) To become aware of the decision making process 2) To make aware of and improve student's positive self concept
Objective:	1) To define personal values 2) To understand personal choice between two alternatives 3) To express reasons for choices
Possible Setting:	Recommended for a mature group or a group with a high comfort and trust level, or as an individual activity
Materials Needed:	Student copies of Choice Sheet and pencils

Directions:

1) Give the students a choice between two alternatives. They must choose one or the other. Their values are reflected in their choices because they are saying which one is the most important to them.
2) Have the student indicate their choices first before sharing the reasons. In this way the students will make their own choices before hearing what others have to say.

   Force the issue by asking the person to only choose one preference even through he may see advantages to both sides.
3) Before moving on to the next forced choice, discuss choices made. The discussion should reveal something about each person to the group, as well as to her/himself.

Options:

1) Advisor may alter choices to best fit the group or to get at specific values.
2) Have the students go through the choices, deciding what the choices reveal about their own personalities. Then as a group, share what has been chosen and also learned about oneself. Compare how similar choices revealed different things.

CHOICE SHEET

Directions: Carefully read each pair of statements and choose the one you could most easily live with. Put an X on the line in front of that statement.

Choice # 1:

____ Would you rather have one very close friend (someone you can talk to and go places with?)

OR

____ Would you rather that everyone in the class was your friend (all the students are your friends – they are all equal as friends)?

Choice # 2:

____ Would you rather be invited to someone elses house?

OR

____ Would you rather invite someone over to your house?

Choice # 3:

____ Would you rather be fairly good in all sports?

OR

____ Would you rather be excellent in just one sport?

Choice # 4:

____ Would you rather go to the store close by with some friends?

OR

____ Would you rather go downtown with your parents?

Choice # 5:

____ Would you rather have a job to earn money?

OR

____ Would you rather get an allowance each week? (The amount of money is the same for both.)

Choice # 6:

____ Would you rather make high grades in school, giving up free time to study?

OR

____ Would you rather make average grades and have more free time?

Choice # 7:

____ Would you rather be able to tell great jokes and have many people laugh?

OR

____ Would you rather be a person who listens to others' problems?

Choice # 8:

If you found $25.00

____ Would you rather spend it on yourself?

OR

____ Would you rather spend it on someone else?

Title of Activity: **HOW I WANT TO BE REMEMBERED**

Goal:

1) To become aware of decision making skills
2) To become aware of and improve student's positive self concept

Objective: Students decide what characteristics they have that they feel are important

Possible Setting: A well established group

Materials Needed: Copies of "Remember Me For Being" and pencils

Directions:

Occasionally when we reflect on death, as we all do, we often evaluate what life has meant to us. We wonder if others will remember us, and how we will be remembered.

1) Have students imagine themselves close to death. The time is in the future at least thirty years. Each should consider the question, "How would I like to be remembered after death?"
2) As students are considering this question, distribute copies of "Remember Me For Being".
3) Have group rank the characteristics from most to least desirable, assigning them numbers from one to sixteen.
4) When all have finished, conduct two rounds of sharing. First, determine which characteristics were ranked as most desirable (#1). Secondly, determine which were ranked as least desirable (#16). These choices are value indicators. It should be helpful for students to see what others select as most favorable or unfavorable.

Optional:

1) Have students write their own epitaph.
2) Have students write epitaphs for other group members based on the sharing. Keep in mind these are "future" epitaphs.
3) Have students project via short story or letter to a friend what their life is like, remembering it is thirty years hence and they are all over forty.
4) Have students write a news release about a future accomplishment.

REMEMBER ME FOR BEING

A good parent	Industrious	Friendly
Patriotic	Concerned about others	Cooperative
Successfully employed	Open minded	"My own person"
Religious	Wealthy	Idealistic
Civic minded	Well known	Dependable
Creative	A good friend	Easy going
Patient	Sincere	

Title of Activity:	**NEW FRIENDS**
Goal:	1) To become aware of the decision making processes 2) To further develop interpersonal skills 3) To make aware of and improve student's positive self concept
Objective:	To focus on values in friendship
Possible Setting:	Recommended for an 8th or 9th grade group
Materials Needed:	"New Classmates" Sheet and "A Clean Slate" Sheet for each student and pencils

Directions:

Ask the students to imagine themselves in the following situation:

> You've just moved to a new city and don't know anyone. It is your opportunity to make a new life for yourself and to establish new friendships.

Now distribute copies of "New Classmates" and the related questionnaire, "A Clean Slate." When the students finish filling in the questionnaire, ask them to discuss their responses to the situations described.

NEW CLASSMATES

Mark: Mark's only interest seems to be getting good grades. He studies constantly and usually can be found in the library. You've heard that if he can't keep his good grades, he won't be permitted to go skiing with the family in Feb.

Sue: Sue is very attractive and one of the best liked students in your class. She's always great fun to be with and is never without a boyfriend. She seems to like you, but you've never really had a chance to talk with her. Some of the kids thinks she's conceited.

Paul: Paul is better known as the "Class Clown." He can make a joke out of anything, but he is sometimes a little outspoken, especially with teachers. Paul also works after school at the gas station across town.

Rick: Rick is co-captain of the football team as well as a forward on the basketball team. He is quite intelligent and is well liked by both students and faculty. He's rather shy and reserved except when in a circle of close friends.

Lee: Lee has very long hair and has recently purchased a high powered motorcycle. He has a great stereo system and a passion for classical music.

Ed: Ed is very talented in dramatic arts and presently has the lead in the school play. He lives around the corner from you and has offered you a ride to school every day. He's a very out-going person, but some find him obnoxiously so.

Lisa: Lisa is a fantastic guitar player and is never seen without her guitar. She is usually dressed in jeans, a T-shirt and sandals. She seems to daydream during most of her classes and has several notebooks reserved for doodling.

Ellen: Ellen sits behind you in class. She works hard in school and always clues you in on the latest happenings. She is a strong supporter of Women's Lib and will use any chance to express her liberal views to you.

Ken: Ken is one of eight children whose family lives in a wealthy section of town. For the past few years, Ken has been active in the national ecology movement. He is a local organizer for the movement.

Louise: Louise is a cheerleader and an outstanding athlete. Rumor has it though, that Louise is suspended from school for smoking marijuana.

Paula: Paula is a very quiet person. Due to financial pressures at home, she has to work every day after school as well as on weekends. Her grades are not too good, and because of her job she hardly ever attends school activities.

Terry: Terry is an only child of a wealthy couple who are well known in the community. Her parents are always traveling, and Terry is known for her "wild" parties. Her home is large and her parties are always open.

Fred: Fred is a regular guy. Usually a B or C student. He participates in intramural sports and has a steady job. He has no close friends, but gets along with everyone. They think he's nice.

Pat: Pat has recently won the "National Homemaker of the Year" award. She is quite talented in cooking and serving and devotes most of her time to these activities.

Bob: Bob is a foreign exchange student. He does remarkably well with the English language, but at times it still is difficult to understand him. He is a very good chess player.

A CLEAN SLATE

1) Select five of the students described in your list of new classmates as persons you would like to have as friends. Beside each name, try to explain briefly the reasons for your choice.

2) List the name of the student you would first approach. Do you have any ideas about how you might approach this person?

3) List the names of any classmates (from the list) whom you would not be interested in having as friends. Beside each name, try to explain briefly why you feel this way.

4) On your copy of "New Classmates," circle any factor you think would influence your decisions about these relationships. Within each circle, indicate with a plus or minus sign if you feel the factor is positive or negative.

5) What personal risks, if any, do you foresee in your attempts to form new friendships? (It may be helpful to relate this question specifically to the persons you selected under number 1 above.)

6) This activity has limited your choice of friends to classmates. Do you foresee yourself seeking friends from other categories of people? If so, try to explain your response.

7) Have you ever actually been in a situation similar to that which is described? If so, try to recall your memories of that experience and jot them down.

VII. CAREER AND LIFESTYLE EXPLORATION ACTIVITIES

CAREER DEVELOPMENT GAMES
AWARENESS OF STEREOTYPING
JOB INTERVIEW ROLE PLAY

EDUCATIONAL PLANNING SHEET
TEST YOUR OWN CAREER APTITUDES
VOCATIONS INVESTIGATION

COMMUNITY FIELD TRIP AND WORKER INTERVIEW
WRITING A JOB WANT AD

Title of Activity:	**EDUCATIONAL PLANNING SHEET**
Goal:	To explore career and lifestyle options
Objective:	To encourage students to think about and begin to plan their junior and senior high school programs
Possible Setting:	Group or individual, but preferably 7th or 8th graders
Materials Needed:	"Educational Planning Sheet," junior and senior high school catalogues for the school they will be attending and pencils

Directions:

Distribute the Educational Planning Sheet and have students complete them. Discussion should follow based on student's projections for their grades, best subjects and planned course of study. This activity should be kept in the student's file so that it can be consulted at the end of the year, or whenever the student registers for another year.

Options:

1) Students could take the sheet home and complete it with the help of parents.

2) A counselor could be in the room to participate informally in the discussion following the completion of the activity.

3) This activity could be used as an introduction to a series of activities on careers and educational planning.

4) As a follow-up to this activity and as an introduction to the activities which follow, the Chronicle Guidance Company's Viewdeck and accompanying "Temperament Checklist" could be used. The Temperament Checklist asks students to answer a series of preferences and relates those to temperaments which are similar to those of people who are employed in a specific occupation. This could use two or three class periods. The student could also be encouraged to investigate career options on his/her own time.

EDUCATIONAL PLANNING SHEET
Grades 7-8

1. **My educational goals are:** _____

_____

_____

2. **What marks am I aiming for this year in grade 7?**

	Marks actually earned
_____ English	_____
_____ Math	_____
_____ Social Studies	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. **Grade 8 marks aiming for:**

	Marks actually earned
_____ English	_____
_____ Math	_____
_____ Social Studies	_____
_____	_____
_____	_____
_____	_____
_____	_____

4. **In which of the following subjects will I have my best record in Grade 9: (make predictions)**

_____

_____

_____

_____

_____

5. **What type of high school program am I aiming for?**

_____ **Business Education**
_____ **College Preparation**
_____ **Data Processing**
_____ **Electro-Electronics**
_____ **Food Preparation**
_____ **Woodworking**
_____ **Graphic/Commercial Arts**
_____ **Health Occupations**
_____ **Home Economics**
_____ **Metals/Machines**
_____ **Power Machines**
_____ **Other**
_____ **Other**
_____ **Other**

EDUCATIONAL PLANNING SHEET
Grade 9

Based on your present knowledge, state the courses you intend to take in each of your senior high school years. Do not list more than six subjects for any one year.

TENTH GRADE

English (Required)

Physical Education & Health (Required)

ELEVENTH GRADE

English

American History

TWELFTH GRADE

English

Senior Social Studies

BASED ON PRESENT KNOWLEDGE, STATE YOUR CAREER GOALS

CAREER GOALS

*A Resource Guide for Career Development in the Junior High School, Arland Benson, Minnesota Department of Education, Pupil Personnel Services, 1973.

Title of Activity: **TEST YOUR OWN CAREER APTITUDES**

Goal: To explore career and lifestyle options

Objective: To stimulate students' thinking about likely careers in the light of their own school or leisure interests, abilities and activities

Possible Setting: Appropriate for 8th or 9th grade students, especially shortly before registering for senior high school

Materials Needed: "Test Your Own Career Aptitudes" sheet and pencils

Directions:

Distribute activity sheet and allow students 20 to 30 minutes to complete the form. The advisor can then facilitate a class discussion based on information that the students want to share or questions they might have.

Options:

Using their "findings" from this activity as supporting data, students can write a one page essay on possible future careers which interest them.

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TEST YOUR OWN CAREER APTITUDES

Name_____

Date_____

I. What your school record shows:

A. Average grade in English_____

B. Average grade in Social Studies_____

C. Average grade in Science_____

D. Average grade in Math_____

E. Name your two favorite school subjects (Physical Education, Music, Shop, etc.)

1. _____Grade_____

2. _____Grade_____

II. School Activities (sports, plays, etc.)

A. Your favorite school activity is

_____

It interests me because_____

_____

III. Your three favorite hobbies (skiing, carpentry, photography, reading, etc.) are:

A. _____

B. _____

C. _____

IV. What is your favorite activity outside of school and work (play ball, watch TV, tinker with car, etc.)?

A. _____

B. _____

V. What skills do you have?

A. _____

B. _____

C. _____

VI. What course of study or special training (business subjects, aviation, mechanical drawing, music, etc.) would you like to take if you could?

_____

_____

VII. Has anyone ever said that you were especially good at doing any one thing (getting along with people, acting in a play, speaking, playing the piano)? If so, what?

_____

_____

VIII. Have members of your family suggested any particular career to you? What?

_____

How do you feel about this suggestion?

_____

IX. What have you often thought you would like to do for a living?

_____

A. Why?_____

_____

B. How long have you been interested in it?_____

_____

X. What occupations or fields of work would you like more information about?

_____

_____

XI. Consider your part-time jobs. What jobs have you held?

A. _____

B. _____

C. _____

XII. Different jobs require different types of reading.

A. Do you read newspapers? _____

What parts? _____

_____

B. Name two magazines that you read most often:

_____

_____

C. Name three books you have read which you especially like (outside of school books):

_____

_____

_____

XIII. What TV (or radio) program do you especially like?

_____

XIV. Check the activities in the list below that especially interest you and tell why you like them.

_____ A. Working outdoors

_____

_____ B. Writing

_____

_____ C. Using tools

_____

_____ D. Meeting many people

_____

_____ E. Making speeches

_____

_____ F. Doing new things all the time

_____

XV. Check two of the following things which you would like to do best about either a radio or garment.

(Place a check after radio_____or after garment_____ to indicate choice.)

_____ Make it

_____ Sell it

_____ Improve it practically

_____ Draw a picture of it

_____ Write about it

_____ Buy it

_____ Plan (or design) it

_____ Repair it

_____ Use it

_____ Improve its beauty

_____ Teach others about it

_____ Write ads about it

*A Resource Guide for Career Development in the Junior High School, Arland Benson, Minnesota Department of Education, Pupil Personnel Services, 1973

Title of Activity: **VOCATIONS INVESTIGATION**

Goal: To explore career and lifestyle options

Objective:
1) To increase the students' realistic knowledge of careers which interest them
2) To encourage students to become familiar with sources of career information

Possible Setting: Any student or class group at the junior high level

Materials Needed: "Vocations Investigation" sheet, access to Career Learning Center or Media Center career materials and pencils

Directions:

Distribute Vocations Investigation sheets and allow students several class periods to complete the information. It is most helpful if a career counseling specialist or media specialist can assist with this activity and help students in locating the sources of career information.

Options:

1) In some schools that have Career Learning Centers, a session could be spent becoming familiar with the center before starting work on the activity sheet.
2) Vocations Investigations can be shared in the group orally and the report itself put into the student's file for later reference.
3) A "Job Outline" sheet (simplified form) is also included as an option.

VOCATIONS INVESTIGATION

The following is an outline to aid you in determining what you ought to investigate under the various areas of a job analysis. Not all areas noted here will apply to every job or job field you study.

A. Nature of the Work

1. What kind of a job is this?
2. What work would I actually perform if I were to enter this field?
3. Why does this sort of work appeal to me?
4. Could I really do this work? If not, why?

Be thorough if you do this part.

B. Personal Requirements

1. What type of interests does this job require?
   a. Do I possess these interests?
   b. How does my Kuder relate to the interest requirements of this job?
   c. Do my hobbies bear any relation to the types of interests required by this job?
   d. Could I develop interests such as this job requires?
2. What abilities would I have to possess in order to enter and perform this job?
   a. Do I really possess these abilities?
   b. How do I know I possess these abilities?
   c. What do my tests indicate?
   d. Could I achieve or learn the skills necessary for this job?
3. What type of personality does this job require?
   a. What are some personal qualities that would be necessary in this job?
   b. Do I possess these qualities?
   c. If not, could I develop these personal qualities?
4. What are the health and strength requirements of this job? Is average good health enough? Are there any special physical requirements as to height, weight, eyesight, beauty, etc.?
5. What values or attitudes would I have to possess in order to be happy in this type of work? Would the performance of this work cause me to violate any values or attitudes that I possess? Could I adjust to a situation in which I had to change some of my ideals, values or attitudes?

C. Preparation Required to Enter and Perform this Job.

1. What subjects do I need to study?
2. What level and type of education is required? (High School, college, trade school, apprenticeship, etc.) Do my achievements thus far (grades, tests) indicate that I can reach this level of education? Are there any reasons why I cannot reach this level of education?
3. Other Requirements
   a. Union
   b. License
   c. Special examinations
   d. Work experience

JOB OUTLINE

NAME _____

GRADE _____

AGE_____ **DATE** _____

TITLE OF JOB:

DUTIES: What I will actually do in this job.

Characteristics of the Job: What is it like? What is the schedule? How many hours per day? How many days per week? How much money does it pay?

Qualifications: What must I know to get this job? How much education? What are the physical requirements (health, age)?

Prospects of Getting This Job: What are my chances of getting a job like this? Are they scarce or plentiful?

Finding the Job: Where, when and how do I go about getting this job?

***A Resource Guide for Career Development in the Junior High School, Arland Benson, Minnesota Department of Education, Pupil Personnel Services, 1973**

Title of Activity: **CAREER DEVELOPMENT GAMES**

Goal: To explore career and lifestyle options

Objective:
1) To further students' understanding of various lifetime career roles, lifestyles and options available to them.
2) To assist students' ability to anticipate and cope with changing futures.

Possible Setting: Any group of from four to eight students, depending upon suitability for each game.

Materials Needed: Suggested are some possible commercial career-related games:

"Career" by Parker Games
"The Game of Life" by Milton Bradley
"The Life Career Game" by Bobbs Merrill
"The Ungame" by Edward S. Perry
"Unscramble" by Edward S. Perry
"Career Insight and Self Awareness Games" by Houghton Mifflin
"Payday" by Parker Games

Other games are available or may be created by the teacher

Directions:

Directions for the various games are included in the game kit. Length of time to maximize the game's impact varies from game to game and with the nature of the group. Several of these games are available in department or discount stores; others must be ordered through educational materials companies.

Title of Activity: **AWARENESS OF STEREOTYPING**

Goal: To explore career and lifestyle options

Objective:
1) To help students become aware of examples of sex role stereotyping found in everyday life
2) To expand students' concepts of "male" occupations and "female" occupations

Possible Setting: Any Group

Materials Needed: A variety of catalogues and magazines containing pictures of toys, scissors, paste and paper

Directions:

Without telling students why you want them to do the activity, tell them to go to any catalogue or magazine and cut out pictures of toys and games for children. Notice how the pictures on game and toy boxes and the descriptions of games and toys separate items for boys and girls. Paste the pictures on paper and re-word the descriptions so that the toys and games would be for all children, not separate for boys and girls.

When complete, pass the new descriptions around and discuss stereotyping and their feelings toward it.

Options:

Have students think of other examples of sex role stereotyping, such as:

1) TV advertising
2) TV "situation" shows (examples: "Brady Bunch," "That Girl," "The Waltons")
3) Ads for jobs
4) Everyday conversations

Title of Activity:	**JOB INTERVIEW ROLE PLAY**
Goal:	To explore career and lifestyle options
Objective:	To become aware of and more proficient in the skills required to get a job through a job interview
Possible Setting:	Any group of students. Divide the group into pairs, one to be the interviewer and one the interviewee. This can also be an activity for only two people
Materials Needed:	None, or a job application form which may be previously filled in by the interviewee

Directions:

Students will be instructed to play the role of either an interviewer or an interviewee. Allow 10 minutes or so for them to think of questions and possible answers. Have them role play a round; then have them reverse roles.

Options:

1) Arrange for representatives of local businesses (the Telephone Company is a good first possibility) to visit the classroom and discuss or demonstrate interviewing techniques. If that isn't practical, find a good film demonstrating interviewing techniques.
2) The advisor could play the role of the interviewer and ask for a volunteer to act as the interview subject to introduce the activity.
3) When students have practiced their interviews, they should present one of them to someone else.

Title of Activity:	**COMMUNITY FIELD TRIP AND WORKER INTERVIEW**
Goal:	To explore career and lifestyle options
Objective:	1) To increase students' exploration of "real" job situations 2) To help students "experience" a job setting, learn its real nature and any disadvantages or advantages
Possible Setting:	Any class or small group, or as an independent study project. Transportation must be arranged if the field trip is to take place during the school day or as a group. The advisor is urged to check school district policy as it relates to field trips.
Materials Needed:	Community Visitation Form, Worker Interview Form and pencils

Directions:

The teacher should make tour arrangements with the business and also with the school. It should be announced at the previous class and the objective of the tour should be emphasized. After the tour of the business, time should be allowed for students to interview a worker (see form). Arrangements for this should be made at the same time as the tour arrangements. A Career Learning Center, if there is one in your school, can be very helpful in making these arrangements.

Options:

1) The visit or interview should be preceded or followed by a discussion of work meanings, values, possible turn-offs or turn-ons.
2) The visitation and interview forms can be filled out and brought to the next group or individual contact and discussed and impressions shared.
3) Instead of having a whole group of students go to one place, each could make arrangements to interview a worker in a job he/she finds interesting. To simplify the procedure, this interview could be done after school on the student's own time.

COMMUNITY VISITATION FORM

1) What is the main function of the business or industry?
2) What is the general staff organization?
3) How many levels and what kinds of jobs are represented?
4) How many employees in the organization? How many males, females, minorities? What is the company doing to achieve equal opportunity for minorities and women?
5) What kinds of training are required for the jobs represented?
6) What are some of the main concerns of management? (productivity, equal employment, absenteeism, turnover, etc.)
7) How democratic or authoritarian is the organization? To what extent are workers at all levels involved in decision making?
8) Is the plant unionized? What impact does the union have?
9) What are the communication patterns? What does morale appear to be like in the company?
10) What kinds of "job enrichment" programs have been developed, if any?

WORKER INTERVIEW FORM

1) How did you get this job? Was it the kind of job you had planned on getting while you were in school?

2) How did you perceive this kind of work before you got into it?

3) Is it different from what you expected? If so, how is it different?

4) What are some of the abilities that a person needs in order to do this work?

5) Have you discovered that you have some abilities and interests that you didn't know you had? If so, tell about them.

6) What are your greatest satisfactions from having this job?

7) What things about the job do you like least?

8) What do you see yourself doing ten years from now?

9) Based on your experience, what information or advice would you give to someone who is still in high school?

10) How interesting is your work?

11) How interesting was school to you? What were high and low interest areas?

12) What hobbies and leisure interests do you have?

13) What person or persons do you see as having influenced your career thus far?

14) What do you see yourself doing: a) five years from now? b) ten years from now?

Title of Activity: **WRITING A JOB WANT AD**

Goal: To explore career and lifestyle options

Objective: To pull together the students' understanding of a job, the duties, training required, salary, fringe benefits, promotion possibilities and working conditions

Possible Setting: Any class or small group, or as an individual activity

Materials Needed: Examples of ads the advisor has clipped from the newspaper, pencils and paper

Directions:

This activity would logically be a culminating one for a series of career lifestyle exploration activities. Students should be instructed to write a 100 to 200 word ad describing the job itself, the training required, duties performed, possible promotions and fringe benefits (lifestyle implications could be emphasized at this point during instruction) of a job the student is currently interested in. Examples from newspapers should be shown so that students know what is expected.

Options:

1) Students might write two or more shorter ads.

2) Students might be instructed to find an ad describing a job that they would be interested in and bring it to class and share.

VIII. INTERPERSONAL SKILLS ACTIVITIES

BUILDING A SCHOOL/GROUP MASCOT

SECRET PAL

LEARNING ABOUT WAYS WE ARE ALIKE AND DIFFERENT

SHARING OUR EXPERIENCES

TEASING

COMMUNICATING WITH OTHERS

DEALING WITH MY CLASSMATES

DEAR ABBY

PERSONAL ASSESSMENT: BEHAVIOR IN A GROUP

CONFIDING

RELATING TO OTHERS

Title of Activity:	**BUILDING A SCHOOL/GROUP MASCOT**
Goal:	To further develop interpersonal skills
Objective:	Students will experience teamwork and cooperation by completing a mascot together
Possible Setting:	Recommended for a younger group. This would be an excellent introduction to developing interpersonal skills after a group is acquainted
Materials Needed:	Paper cups, paper clips, toothpicks, yarn, glue, scissors and marking pens in various colors

Directions:

In groups of 3-4, build an object that will represent the school or student group. Allow only 20 minutes to complete the mascot. The goal is to see who can be most creative as judged by two outsiders.

Title of Activity:	**SECRET PAL**
Goal:	To further develop interpersonal skills
Objective:	Students will explore the feelings associated with giving to others
Possible Setting:	Recommended for any group, but may work best with group that has not yet established close-knit ties
Materials Needed:	Slips of paper with names of each student, box for slips of paper and follow-up Discussion Guide

Directions:

Before meeting with the group, prepare slips of paper, each slip containing the name of one student. These slips should be placed in a box, ready for use when the group meets.

When group is together, explain that everyone's name is on a slip of paper in the box. Ask each student to draw one name from the box and **keep that name a secret!** (No one should draw their own name.)

For a period of one week, students will surprise their secret pals with little notes, gifts, and harmless pranks. Since identities will remain a secret, students will have to use indirect means of communicating with their secret pal. Total cost of gifts should be kept to a bare minimum (25¢ — 50¢ for the week). Students should be reminded that the goal of the activity is to provide a positive, pleasant experience in giving and sharing.

Options:

This can be a fun activity at Christmas, changing the title of Secret Pal to Secret Santa.

DISCUSSION GUIDE

1) What activities did you initiate to communicate with your Secret Pal?
2) Did you ask others to deliver messages? Who? How did you explain what you were doing?
3) How did you feel about giving continually without any feedback from the receiver?
4) Did you have any difficulty thinking of ways to give? Were you creative in the communications you devised? Did your messages reflect you, or were they impersonal?
5) How did you feel about receiving attention from someone without knowing who it was?
6) Did you learn anything about the sender from the communications received?
7) Do you think you gave more than you received? Vice Versa?
8) In your opinion, is it okay to separate the acts of giving from the acts of receiving? Explain.

Title of Activity:	**LEARNING ABOUT WAYS WE ARE ALIKE AND DIFFERENT**
Goal:	To further develop interpersonal skills
Objective:	The students will be able to identify areas where they are different or similar to another person
Possible Setting:	Recommended for a younger group. Could be a fun activity in a group containing both boys and girls.
Materials Needed:	Interview Sheet for every two students and pencils

Directions:

Divide group into pairs. Explain that each person will interview his/her partner and then fill out an interview sheet together. As the sheet is completed, the pair will notice the similarities and differences. When they are finished, discussion follows using the discussion questions as a guide.

Options:

1) Have students as a group, interview an adult (preferably an advisor) and discuss differences and similarities between teen-agers and adults.
2) Vary questions on interview sheet to best fit a particular group.

DISCUSSION GUIDE:

1) Can you name one thing you learned about your partner?
2) In what ways are you alike?
3) In what ways are you different?
4) Were any of the questions difficult for you to answer as a pair?
5) Were you surprised to agree or disagree on any of the questions?

INTERVIEW SHEET

1) Name one thing about your appearance that is the same as your partner.
2) What two games do you both enjoy?
3) Think of a TV show you both love.
4) Now, think of a TV show you enjoy, but your partner does not.
5) Name two ways your families are different.
6) List three foods you both like.
7) Name one food you both dislike.
8) Think of one activity you both do when you go home from school.
9) In what way do your families celebrate Thanksgiving the same?
10) In what way do your families celebrate Thanksgiving differently?
11) Find one characteristic that you both like about your parents.
12) Name one thing you both dislike about your parents.
13) What jobs or chores do you both do around the house?
14) What jobs or chores do you do that are different?
15) Name one thing about school that you both like.
16) Name one thing about school that you both dislike.
17) What do you both feel is the most important trait in a friend?
18) How do you differ in ways of spending your spare time?
19) If each of you found $100.00, in what ways would you spend it differently?
20) Name one sport you both enjoy as spectators.

Title of Activity: **SHARING OUR EXPERIENCES**

Goal: To further develop interpersonal skills

Objective: Students will share experiences they have had with the group

Possible Setting: May be best to use with a same sex group of the same grade level

Materials Needed: Sharing "experience" cards; bell, buzzer or gong

Directions:

Write the experience titles on cards so they may be randomly selected. Have students pair up. Ask one student to choose a card from the hat. The student is to read the card and then share an experience based on that card. Give the students an exact time limit (e.g., three minutes or less per card). At the end of the time limit, ring a bell or sound a buzzer so another card can be chosen. Be firm about the time limit. Some pairs will want more time, others will need less. After you have done this several times, have students change partners and repeat the activity.

Options:

1) Have students, one at a time, pull a card and share an experience with the group. A student can pass if for some reason he or she doesn't wish to participate.
2) Draw one card from the hat and have **all** students share an experience based on the card with the group.
3) Have students illustrate a picture of a "time when . . ."
4) Use cards for on the spot role playing. Students draw a card, choose the people they need for the situation and act it out. Other students can guess the card title, share a similar experience, etc.

"SHARE AN EXPERIENCE" CARD TITLES

Tell about the time when:

1) You were kind to your brother or sister
2) You were angry at yourself
3) You were afraid to tell the truth
4) You hurt yourself
5) You did something funny
6) You felt embarrassed
7) You were treated unfairly
8) You were very bored
9 You cheated on something
10) You felt very lazy
11) You were angry at your brother or sister
12) You did well in sports
13) You were angry at someone else
14) You couldn't do what you wanted to do
15) You were the best in the class
16) You were afraid of someone or something
17) Your feelings were hurt
18) You did something well with no help from anyone
19) You really enjoyed school
20) You were . . .
21) You were . . .
22) You were . . .

Title of Activity: **TEASING**

Goal: To further develop interpersonal skills

Objective:
1) To become aware of the decision making process
2) To develop an understanding of others
3) To gain insight into and respect for peers

Possible Setting: Suggested for 7th grade groups

Students should be seated in a manner conducive to a group discussion

An open area will be needed for role playing

Materials Needed: Copies of "The Situation" and pencils

Directions:

Hand out copies of the situation. Students should be given time to read the situation and respond in writing to the open-ended questions. Have students role play the situation. Then referring back to the questions, try to reach a group consensus as to how the situation should be handled. The advisor should be ready to fill in any missing viewpoints. Should students all get stuck on sympathy for Terry, try to push them to see how the teacher will best serve all the students involved. Have students individually complete the activity follow-up.

Options:

1) Begin activity by role playing the situation.
2) Have students write up other situations to be role played, dealing with the same problem and how to handle it.

"THE SITUATION"

You are the teacher of a 7th grade class. Terry is a student in your class who has difficulty in reading. You have noticed that Terry usually sits at the edge of the group. Several times you have seen her/him close to crying. After more closely watching the situation, you find that several students are saying things to Terry that are apparently causing her/him to feel bad. One day Sally comes to you and tells you that Tony, Bobby and Jaimie are calling Terry names such as "retard," "mental" and "nerd":

As the teacher I would_____

_____

If I were Sally I would_____

_____

If I were Terry I would_____

_____

Have you ever been in Terry's position?_____

How did you feel?_____

_____

Have you ever been a Tony, Bobby or Jaimie?

_____Why?_____

_____

ACTIVITY FOLLOW-UP:

1) What did the group finally decide the teacher should do?
2) Was this different from your first decision?
3) What did the group finally decide Sally should do?
4) Was this different from your first decision about Sally?
5) What did the group finally decide Terry should do?
6) Was this different from your first decision about Terry?
7) When I call someone a name I_____

   _____
8) When someone calls me a name I_____

   _____

Title of Activity: **COMMUNICATING WITH OTHERS**

Goal: To develop interpersonal skills

Objective: Students will determine their personal patterns of communication with others

Possible Setting: An older, mature group will be able to handle this activity more easily than a 7th grade or early 8th grade group. Students should be situated so that they can do some individual group work.

Materials Needed: Copies of "One Day's Responses," "What's It All About," "Guidelines" and pencils

Directions:

Distribute the checklist "One Day's Responses" and have students complete it. Then distribute the second sheet, "What's It All About." This sheet is intended to help students summarize the information recorded on the checklist. Allow them sufficient time (5-10 minutes).

Referring to the checklist, explain the following coding:

IC — Important Communication

MC — Meaningless Communication

NC — Neutral Communication

Have students code each response on their checklist. Following the coding, ask students to tally their responses using the sheet entitled, "Guidelines." Students should have a good idea at this point of their patterns of communicating with others.

Options:

1) Students may wish to share their responses to "Guidelines." Generalizations may be drawn by the group relating to patterns of communicating that we all have in common.
2) Students may wish to log their communication for a day, or several days; then code it and look for different patterns.
3) You may wish to discuss:
   a. Why do we communicate the way we do?
   b. What makes us communicate differently with different people?
4) You may wish to ask for a round of "I learned . . ." statements based on students observations of the activity.

ONE DAY'S RESPONSES

DIRECTIONS: Fill in the names of the persons you communicated with yesterday. Check the phrases which describe your communication with each individual you've listed.

Names:						
Description of our communication:						
Laughed together						
I mostly listened						
Shared an idea						
Argued with						
Shared silence						
I griped						
Shared a problem						
Worried with						
Just chatted						
Strictly business						
Avoided communicating						
Mostly gossiped						
Withheld my feelings						
Criticized him or her						
Clowned around						

WHAT'S IT ALL ABOUT?

1) Does your response to the checklist suggest any pattern(s) of communication?

2) If your responses indicate that you communicate differently with different people, can you explain why?

3) Are your responses for the day typical of the way you communicate with the individuals you've listed? List the names and responses for those which are. (Example: Pat – laughed together, just chatted, shared a problem)

4) If your responses are typical of a particular relationship, do you have any desire to change those responses? Any ideas about how you might bring about this change?

GUIDELINES

IC – Important Communication
MC – Meaningless Communication
NC – Neutral Communication

PART I.

A. What was the ratio of important communications (e.g., 16 out of 29)?

B. How many of the IC responses were with persons you've known for a long while?

C. How many IC responses were with persons your own age?

D. What criteria did you apply to rate these responses as being meaningful?

PART II.

A. What was the ratio of your MC responses?

B. If they relate to several people on your list, can you categorize the relationships in any way?

C. Are you content with your MC responses; and if so, why?

D. If you're discontented, what do you intend to do about it?

PART III.

A. How many of your responses were neutral?

B. Do you see any worth in neutral responses? Explain.

C. Consider one person toward whom your responses were neutral, and explain why you responded to that person in a neutral manner.

Title of Activity: **DEALING WITH MY CLASSMATES**

Goal: 1) To further develop interpersonal skills
2) To become aware of decision making processes

Objective: Students identify their reactions to problem situations with classmates

Possible Setting: Recommended for any group

Materials Needed: "Dealing With My Classmates" sheet for each student and pencils

Directions:

Students will circle the phrase that best describes their feeling toward the behaviors listed for each situation. After the questionnaire is completed, compare individual feelings within the group in a discussion. Encourage students to express reasons why particular choices were made.

Options:

1) After discussing everyone's choices, project possible ways of dealing with specific situations from the sheet that bothered one or more of the students.

2) Role play one or more of the situations to look at ways to deal with the situations.

DEALING WITH MY CLASSMATES

Circle the phrase that best describes your feeling about the individual behaviors listed:

1. A student asks you for the answer to a test question.

   It bothers me very much | Bothers me a lot
   Bothers me a little | Doesn't bother me

2. A student in the class gives the test answer to one of her/his friends.

   It bothers me very much | Bothers me a lot
   Bothers me a little | Doesn't bother me

3. A person in the class turns your best friend in for cheating on a test.

   It bothers me very much | Bothers me a lot
   Bothers me a little | Doesn't bother me

4. A person chooses a project which is much easier than what he/she is capable of just so he/she will have more free time.

   It bothers me very much | Bothers me a lot
   Bothers me a little | Doesn't bother me

5. One of your friends tells a secret which you told him/her in confidence.

   It bothers me very much | Bothers me a lot
   Bothers me a little | Doesn't bother me

6. A student ruins school property by writing obscenities on lavatory walls or on school desks.

   It bothers me very much | Bothers me a lot
   Bothers me a little | Doesn't bother me

7. A student uses profanity when talking to peers in general discussion.

   It bothers me very much | Bothers me a lot
   Bothers me a little | Doesn't bother me

8. A person you know spreads false rumors about you.

   It bothers me very much | Bothers me a lot
   Bothers me a little | Doesn't bother me

9. A student laughs at you for giving a wrong answer.

   It bothers me very much | Bothers me a lot
   Bothers me a little | Doesn't bother me

10. A student slams the locker of another student while rushing down the hall.

    It bothers me very much | Bothers me a lot
    Bothers me a little | Doesn't bother me

Title of Activity:

Goal:
1) To further develop interpersonal skills
2) To become aware of personal decision making process

Objective: To suggest ways of dealing with various problems a teenager might have

Possible Setting: Good for any group
May help a group which cannot openly discuss personal problems

Materials Needed: Paper and pencils

Directions:

Allow 10-15 minutes for each student to devise at least one letter with a situation that is common to people of their age. After the letters have been written, collect them. Choose the follow-up activity from the list of options below.

Options:

1) An advisor or student can read the letters. The group can discuss and write a reply to each letter.
2) Pass out letters so that each student has a letter. (Make sure no one gets her/his own letter.) Have the students reply to the letter.
3) Choose one letter. Have each student write a reply to that letter. Share different solutions and alternative ways of handling the same situation.
4) Choose several of the letters to share with the entire group. Encourage each student to tell of similar experiences. Beware of getting bogged down with **solutions!** The important thing is to **share** similar experiences.
5) For a more individual approach: Ask students if they wish to write a real letter, dealing with a personal probelm with which they want help. The student may choose any member of the group, including the advisor, to be the The reply to the letter should be confidential between the writer and

---

Title of Activity: **PERSONAL ASSESSMENT: BEHAVIOR IN A GROUP**

Goal:
1) To further develop interpersonal skills
2) To make aware of and improve positive self concept

Objective:
1) Students will think about their role in a group
2) Students will develop a personal goal

Possible Setting: This scale is recommended for use with a mature group

Materials Needed: Copies of Scale Sheet for each student and pencils. Use Discussion Guide (#2 listed under Directions)

Directions:

1) Read over the scales and on each one place a check indicating the place on the scale that describes you when you are at your best in a group. Label this mark "B." Do the same for the points that describe you when you are at your worst in a group. Mark this check "W." After marking all the scales, pick out the 3 or 4 marks which you would most like to change.
2) When students have completed marking the scales, bring the group together for a brief discussion and use the following questions for the discussion.

DISCUSSION GUIDE

a) What makes a good group leader?
b) Is it possible to have more than one leader in a group? Why? How?
c) What are the ways to participate in a group?
d) How can a group deal with disagreements between group members?
e) How important is feedback in a group?
f) Others

3) Individually have students consider where they have placed "W's." Choose one as a goal for change in a Personal Development Contract.

Options:

1) This scale could be a means of individual group assessment. At the beginning of group sessions the scale could be used alone. Then midway through the sessions, as part of the entire activity, make comparisons with the scale completed at the beginning. Again at the end of the group sessions, complete the scale and compare it with the previous two scales, noting changes and/or growth.
2) If group sessions appear at a standstill, or there appears to be constant conflict within the group, this activity might be introduced as a means of beginning to establish some goals for group involvement.

SCALE SHEET

Directions: Read over the scales and on each one place a check indicating the place on the scale that describes you when you are at your best in a group. Label this mark "B." Do the same for the points that describe you when you are at your worst in a group. Mark this check "W." After marking all the scales, pick out 3 or 4 marks which you would most like to change.

1) **Ability to listen to others in an understanding way.**

0 1 2 3 4
Low High

2) **Ability to influence others in the group.**

0 1 2 3 4

3) **Tendency to build on the ideas of other group members.**

0 1 2 3 4

4) **Likely to trust others.**

0 1 2 3 4

5) **Willingness to discuss my feelings (emotions) in a group.**

0 1 2 3 4

6) **Willingness to be influenced by others.**

0 1 2 3 4

7) **Tendency to lead the group.**

0 1 2 3 4

8) **Tendency to seek close personal relationships with others in a group.**

0 1 2 3 4

9) **My reaction to comments about my behavior in a group.**

0 1 2 3 4

10) **Awareness of the feelings of others.**

0 1 2 3 4

11) **Degree of understanding why I do what I do.**

0 1 2 3 4

12) **Reaction to conflict and problems in the group.**

0 1 2 3 4

13) **Reaction to expressions of affection and warmth in the group.**

0 1 2 3 4

14) **Reaction to opinions opposed to mine.**

0 1 2 3 4

Title of Activity:	**CONFIDING**
Goal:	To further develop interpersonal skills
Objective:	To help students become more aware of the degree to which they confide in others
Possible Setting:	Recommended for mature groups where open communication is comfortable for the discussion that follows the activity. The group should be no larger than ten persons.
Materials Needed:	Questionnaire, Answer Sheet and pencil for each student; Discussion Questions for advisor.

Directions:

Pass out the materials. Read instructions to the students. After each student has completed the questionnaire, discuss feelings on confiding, using the discussion questions as a guide.

INSTRUCTIONS FOR STUDENTS: The questionnaire is actually a list of information about yourself which other people could know only if you told them.

The answer sheet has four columns, labeled "Mother," "Father," "Male Friend" and "Female Friend." For each topic of information about yourself on the questionnaire, you are to indicate

how much each of these persons know. The male friend and female friend refer to the one particular male and one particular female whom you feel closest to at the present.

If you have never talked about a given topic of information on the questionnaire with anyone of these four persons, write an 0 under that person's heading on the answer sheet. If you have talked only in general terms about a given topic, but not in detail, write in a 1. If you have given full and accurate information about yourself to one of these persons, write in a 2.

For example: If you have never told your mother how you feel about your overall appearance, you would write in an 0. If you have admitted to her that you are more or less satisfied or dissatisfied with your looks, you would write in a 1. You would write in a 2 if you have talked with her about your appearance in detail ("I like my face, but my teeth are ugly. I really need to lose 10 pounds. . . .")

Options:

Questions on the questionnaire and discussion guide can, of course, be changed to best suit the group.

DISCUSSION QUESTIONS

1) In whom do you confide the most? Why?
2) In whom do you confide the least? Why?
3) Do you confide in one parent more than another? Have you always confided in that parent more than the other?
4) Do you confide in one friend more than another?
5) What things are easy for you to talk about? What things are difficult for you to talk about? Why?
6) How do you choose someone in whom you can confide?
7) Has your confidence in others ever been betrayed?

QUESTIONNAIRE

1) The beverages you like and don't like to drink (coffee, 7-Up, beer, liquor).
2) The groups or clubs you belong to.
3) Your favorite comics.
4) Your favorite TV shows.
5) How you usually sleep (well, poorly, with the help of drugs).
6) The possessions you're proudest of and take greatest care of.
7) If you have any savings; if so, how much.
8) Your favorite jokes.
9) A major decision for your future.
10) Your strongest ambition in life.
11) Your thoughts and feelings about religious groups other than your own.
12) Your views on the segregation of whites and blacks.
13) Your handicaps to doing better in school.
14) The biggest disappointment in your life.
15) The feelings you have the most trouble controlling.
16) What you daydream about most.
17) The kind of behavior in others that annoys you.
18) Whether or not you do anything special to maintain or improve your appearance.
19) Subjects in school you don't like.
20) Kinds of music you enjoy most.
21) Your views about what is acceptable regarding sex and morality.
22) What you feel most ashamed about in your past.
23) What you are most sensitive about.
24) Things about your personality that bother you.
25) Your favorite reading materials.
26) Your personal religious beliefs.
27) Your food dislikes.
28) The pressures you feel at school.
29) What you like to do in your spare time.
30) Your chief health concern.

ANSWER SHEET

Topic #	MOTHER	FATHER	MALE FRIEND	FEMALE FRIEND
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				

Title of Activity:	**RELATING TO OTHERS**
Goal:	1) To further develop interpersonal skills 2) To make aware of and improve positive self concept
Objective:	To consider the characteristics of one's behavior patterns in relating to others
Possible Setting:	Recommended for a mature, small group. May be best to use with groups of six or fewer.
Materials Needed:	Two copies of "Patterns" Sheet for everyone and pencils

Directions:

Ask students to circle all words that describe their own way of relating to others. Encourage spontaneity in their selections. When everyone is finished, distribute a second copy of the "patterns" sheet. Each student should choose a partner (avoid strangers); then circle the words on the sheet that fit her/his **perception** of the partner's way of relating to others. Allow plenty of time for partners to compare sheets and discuss.

Options:

Using both copies of "Patterns" Sheet (own and partners), list responses that focus on:

1) Your own way of sharing in relationships.

   POSITIVE:

   NEGATIVE:

2) List responses that might suggest slowness to enter into new relationships:

3) What responses include traits that, if overcome, might increase effectiveness in personal relationships?

4) List partner's responses that contradict ones that you've circled.

PATTERNS

unforgiving
outgoing
easily-approachable
easily hurt
opinionated
good natured
interested
selfish
serious
concerned
slow to relate
aggressive
dependent
independent
moody
compromising
interesting
reserved
truthful
unpredictable
humorous
light hearted
sensitive
care-free

thoughtless
suspicious
solitary
attentive
demanding
fickle
easy going
cold
easily led
loyal
talkative
affectionate
trusting
generous
argumentative
fun-loving
dependable
likeable
fair
shallow
indifferent
dynamic
stand-offish
shy

IX. PARENT CONFERENCES

TYPES OF CONFERENCES

The following include samples of "types of conferences" in and out of the school setting. The most common type conference that an advisor will hold is probably with the student and parents. The student should increasingly take a more active role in such conferences over the high school years.

If you feel you are facing a crisis-type of conference, contact the Special Services Department staff members who can plan a course of action with you. Check to see if others have started to work on the problem. A team approach to the more serious problems is usually desirable.

VARIOUS CONFERENCE MODELS

A. Parent-Student-Advisor
   General progress conference
   Held at school
   "No special crisis"

B. Parent-Advisor
   General progress conference
   Held at school
   "No special crisis"

C. Parent-Student-Advisor-Counselor-Other Teachers
   Teamed effort
   Held at school

D. Crisis Type Conference
   Teamed with Special Services Department member
   Held at school

E. Home Visit
   Held at home of student
   Advisor teams with Special Services Department member

F. Conference held at hospital or another type of institution teamed with Special Services Department

A SAMPLE MODEL based on the Parent-Student-Advisor Conference Model

I. PRE-CONFERENCE PLAN

Preparation for parent conference:

1) Advisor will meet with student early in the school year. Student will be informed that later in the year a conference with parent-student-advisor will be held.
2) Student will be informed before conference that he is expected to bring in materials to conference. This might include class schedule, samples of work or current work from several classes and career maturity resume.
3) Advisor will become familiar with the student records before the conference (e.g. cum card and cum folder, presonal data sheets, attendance records, discipline contact with each of her/his teachers).
4) Set the time with parents and have student confirm the date and hour and the day of the appointment.

II. ENVIRONMENT FOR CONFERENCE

1) Set the stage! Arrange chairs and materials in advance. Give student and parent the assurance you have prepared for this meeting.
2) If you will be referring to student work, the record book and units of work should be ready if possible.
3) Don't work too hard at trying to make the meeting seem casual. It can start out in a business-like manner. The meeting can relax as you move into the lighter aspects of the student's day. Too much casual talk detracts from the purpose. Many parents make a sacrifice to come for a conference (baby sitters, taking off work, transportation problems). Parents will like a comfortable climate, but the purpose should be clear to all present.
4) Focus the discussion initially on a specific example of behavior with which you are concerned. If parents requested the conference, ask them to give specific examples of behavior.

III. THE CONFERENCE

1) Let student and parent know how much time you can give them. Simply state, "I have scheduled about 20 minutes for this meeting."
2) Ask student and parents to talk about any concerns they have. **Really listen!** (Be an active listener!)
3) If you have the student in class, volunteer to give some personal impressions of the student's involvement in class (e.g. the way he/she volunteers, the way he/she organizes, the way he/she works in groups, the way he/she uses time).
4) Volunteer that you have checked with other teachers. If they wrote reports for you, it is usually best to paraphrase them. Sometimes they are written in haste and your teacher co-workers will appreciate it if you use their statements with your best judgment.

5) If you feel capable of giving test information, you may wish to do so; or refer parents to counselor about test information.

6) If a problem is presented, work on a simple start — an action plan — feel free to ask that you be able to discuss the problem with others who are concerned with your student. These may include other teachers, nurse, counselors, tutors, assistant principal, etc.

7) Emphasize that you will contact appropriate teachers when discussing moves into areas about which you do not have good information, or over which you do not have control.

8) Confidentiality is an important consideration.

   a. Remember, information that was given to the teacher in confidence must be maintained as such. If a student tells you things that, in your judgment, should be known to others, then ask the student not to share information with you unless he/she is willing that you use your best judgment in what you do with the information he/she gives you.

   b. If parents relay personal information that you feel should be shared with other school staff, let them know that you would like to share this information with certain specific people. They will usually consent if you tell them why you feel it should be shared.

   c. It is best always to ask all parties before you share information.

9) If time permits, encourage and allow discussion of student's interests and career goals. Parents will sometimes share their aspirations for their child with you.

10) Terminate the conference. Review what the next steps will be and re-state the plan of action. Set a time when the student will report to parents, or a time when you might call the parents after you have checked through on a problem.

11) Hand out material. If you can refer to some reading or literature about an area of concern, the parents may appreciate getting the name of the author and text (perhaps have a copy available). The counselors will try to keep an up-to-date listing of some appropriate materials. Short articles are also available that can be copied. The following are examples:

   a. "Behavior Modifiers in the Adult-Child Relationship"

   b. "Coping with Your Child's Successes and Failures"

   c. "Student Perfection"

   d. "Dealing With Anger"

IV. POST CONFERENCE: FOLLOW-UP

Write up a brief report:

1) Be sure to give **date, hour** and **place** the conference was held.

2) State who attended:

   Sample: Advisor Jack Smith met with Gregory Snell, grade 7, his father and stepmother — Mr. and Mrs. Joseph Snell.
   Time: 3:30 p.m.
   Date: November 26, 1976
   Place: Room 123.

3) Record actual topics discussed:

   a. Progress in specific class
   b. Problems in some areas
   c. Preferences in way student likes to work
   d. Hobbies or interests
   e. Things student finds difficult

4) Avoid giving interpretations of what went on in the conference. Make objective statements.

5) Inform school staff that a conference was held. Get back to the staff, from whom you gathered information, with a summary of information. They'll be interested to know if you used the information they gave you. If an action plan was started, let them know about it.
   (NOTE: If you're going to call on the staff for further information, they'll be more willing to share if you give them a follow-up.)

6) If a report is being made to staff via "ditto copy," please fold and staple the copy. Mark the back side "Confidential." A poorly written summary of a conference in the hands of students, could work to the disadvantage of your student.

7) If your report is one that would have value for all teachers who work with your student, it would be well to file a copy in the cum folder. This should be written in such a way that parents can see it.

GENERAL HINTS ON CONFERENCES

Sample Openers:

1) "Welcome Mr. and Mrs. _____. I'm _____, Jon's English teacher. Please have a chair! Since we are not given much time for our conference, what would be most helpful to you for us to talk about?"

2) If the teacher has called the conference, let the parents know your concern early. This puts them a little more at ease and can be most helpful in setting the tone for the conference.

Examples of lead-in's:

1) "I'm a little concerned about how _____handles class time and thought you might shed some light on this behavior." "Some of the things he/she is doing are. . . . Do you see these at home, too?"
2) "I am interested in what Jon thinks about Social Studies. Maybe he's talked about it at home. . . ."
3) "He's having difficulty in my class with. . . . "
4) "I would really like your support in working with Jon."

Some Reminders

The parent-teacher relationship can be developed through informal contacts, occasional telephone conversations, periodic conferences and discussion groups. For a variety of reasons, the conference becomes the most important avenue of exchange and a situation which often precipitates anxiety in both parent and teacher.

More often than not, the usual expectations or traditional habit of the parent-teacher conference is that the teacher is the "expert" and will report on and analyze the child; either tell the parents the child is OK, or tell the parents what they are doing wrong. The pitfalls of that assumption are many:

1) It is a one-up situation which robs the parents of their role, and makes them passive consumers rather than active participants who are equally responsible for the productivity of the conference.
2) It fosters the notion that there is one correct view of the "real" child, rather than the idea that each observer's perceptions are colored by their expectations and assumptions.
3) The teacher has the major responsibility of looking at the child's behavior.

Below are listed some general approaches or hints that might make a teacher-parent conference work better:

1) Mutuality: A first objective in establishing a realtionship with parents is mutuality, both in terms of expertise and responsibility. Teachers and parents are sharing their concern, feelings and knowledge about the child towards a common end — the better understanding of the child and their relationships with him. Both parents and teachers must accept responsibility for their own observations, feelings and behavior. The teachers are not denying their professional expertise or responsibility, but using each of the basic structuring of the conference situation as a resource within that structure, rather than as a way of establishing hierarchy and authority. Each participant's concerns are valid and valued. Each has something to learn from the other. Teachers can state their expectations, but it is through the way they communicate, respond and behave that mutuality and openness are developed. Trust is an outcome — a result, not a prior condition.
2) Support and Encouragement: "Parenting is difficult," "You are obviously concerned about _____," "You did that well," "Your child does well at _____." Whatever supportive things the teacher can say, including the ways in which the teachers enjoy the child, will build on the parents' strengths and contribute to their positive feelings about parenting.
3) Observing the Process of Communications: Establishing the idea of looking at process — not just what happens — but how it happens; not just at the child alone — but at the child interacting with different people or materials in different situations; what affect they have on the child and what affect the child has on them. It is a sense of change, movement and the dynamics of communication.
4) Show friendliness and concern and be interested.
5) Say something to the parent that makes them realize that you are knowledgeable about their specific child as an individual.
6) Show evidence of active listening. Paraphrase. Show that their input has made (if it is a second contact) a difference.
7) Your choice of words and tone of voice can make a difference in the results attained. Avoid using "never" or "always" in your discussion. Use common language. Avoid the technical terminology.
8) Attempt to give specific examples of classroom behavior if it is a concern. ("Acting goofy" is pretty general. Making unnecessary comments, laughing, throwing papers and inattention would be specific examples.)
9) Try to go beyond describing what is wrong. Try to find some agreement for a procedure for working with the child that may well include checking back with the parents or

having the parents check with the child. Try to find a positive solution.

10) Don't be afraid to be silent or be non-committal. No one has the answer for every problem that may come up.

11) Don't be afraid to have notes as reminders for yourself, to take notes during the conference or to have the parents take notes.

12) A conference need not always be for discussing a concern. Just meeting the parent and opening communicating lines is a good reason to confer.

13) Find some good things to say about the student. Nobody is all bad. Complement more than you criticize.

14) Concentrate on a few items. Too many points will confuse the parent.

15) Be willing and able to explain and justify your curriculum and policies without being hostile.

X. APPENDICES

GUIDELINES FOR OBSERVING A-1

I. Be specific.

II. Record and interpret only what is observable.

III. Distinguish clearly between your reactions and the behaviors you observe.

IV. Stick to the specific situation and the behaviors.

V. When there are conflicting observations, provide opportunities for all observations to be discussed and recorded.

VI. Consider objectively as the probability that another person would see the same thing.

VII. Whenever possible, check out your observations with another person, possibly the student him/herself.

VIII. Teach students to be observers of themselves and of others.

GUIDELINES FOR INTERVIEWING A-2

I. Helpful for teachers to model such behavior as:

A. Openness — sharing one's own feelings and intentions about a particular situation.

B. Positiveness — emphasizing strengths rather than weaknesses.

C. Asking for and giving specific information.

D. Active listening — clarifying and indicating personal interest.

II. Focusing the Conference:

A. Clarifying how the information will be used and with whom it will be shared.

B. Consider a variety of questions as direction-setters for the conference.

1) Open-ended questions:

a. What do you think about your progress?
b. What is your reaction to the unit?
c. What are new understandings you have gained?

2) Highly structured multiple-choice questions.

a. How would you rate your project?

☐ Excellent ☐ Good ☐ Average ☐ Needs Improvement

C. Acknowledge and build on student in-put during the conference.

D. Two-way communication on a specific topic is the goal, rather than solving problems or conflicts.

E. Keep it simple and direct.

III. Suggestions for recording the interview:

A. Record only what is useful and understandable to the student.

B. Record accomplishments and strengths.

C. Possible methods for recording:

1) Teacher records interview.

2) Student records interview.

3) Parent records interview.

4) Teacher or student makes notes from memory.

5) Process observer (third party) records the interview.

STUDENTS RATE THEIR SCHOOL WORK

Target: Students from middle grades and up

Objectives: Self Awareness related to school

Directions: Check in front of the statement that best answers each question.

1) How good are you in school ability compared with your close friends?

_____ a. I am the poorest
_____ b. I am below average
_____ c. I am average
_____ d. I am above average
_____ e. I am the best

2) How good are you in school ability compared with those in your class at school?

_____ a. I am among the poorest
_____ b. I am below average
_____ c. I am average
_____ d. I am above average
_____ e. I am among the best

3) If you go to high school and graduate, how good would you do as compared with your graduating class?

_____ a. Among the poorest
_____ b. Below average
_____ c. Above average
_____ d. Among the best

4) Forget for a moment how others grade your work. In your own opinion, how good do you think your work is?

_____ a. My work is much below average
_____ b. My work is below average
_____ c. My work is average
_____ d. My work is good
_____ e. My work is excellent

5) What kind of grades do you think you are capable of getting?

_____ a. Very poor grades
_____ b. Some poor grades
_____ c. Average grades
_____ d. Fairly good grades
_____ e. Very good grades

6) How important to you are the grades you get in school?

_____ a. Grades don't matter to me at all
_____ b. Not particularly important
_____ c. Somewhat important
_____ d. Important
_____ e. Very important

7) How important is it to you to be high in your class in grades?

_____ a. Doesn't matter to me at all
_____ b. Not particularly important
_____ c. Somewhat important
_____ d. Important
_____ e. Very important

8) How do you feel if you don't do as well in school as you know you can?

_____ a. Doesn't bother me at all
_____ b. Don't feel particularly badly
_____ c. Somewhat badly
_____ d. Feel badly
_____ e. Feel very badly

9) How important is it to you to do better than others in school?

_____ a. Doesn't matter to me at all
_____ b. Not particularly important
_____ c. Important
_____ d. Very important

10) In your school work, do you try to do better than others?

_____ a. Never
_____ b. Hardly ever
_____ c. Most of the time
_____ d. All of the time

SELF PROGRESS REPORT

Name _____

Class _____

Teacher _____

Date _____

1) I turn completed assignments in on time.
Excellent Good Fair Poor

2) I get my work done in class without disturbing other students.
Excellent Good Fair Poor

3) I come prepared to class with paper, pencils and other necessary materials.
Excellent Good Fair Poor

4) I come to class on time.
Excellent Good Fair Poor

5) I listen for directions and follow them carefully.
Excellent Good Fair Poor

6) I get along with my classmates.
Excellent Good Fair Poor

7) I enjoy helping other students in class.
Excellent Good Fair Poor

8) I take good care of materials used in class, and clean up my desk area before being excused.
Excellent Good Fair Poor

9) My grades in class are.
Excellent Good Fair Poor

10) I work in small groups.
Excellent Good Fair Poor

I work with one partner.
Excellent Good Fair Poor

I participate in class discussions.
Excellent Good Fair Poor

11) In this class I am good at _____
_____

12) In this class I am worried about _____
_____

TEACHER SIGNATURE:
_____

DATE: _____

TEACHER COMMENTS: _____
_____
_____
_____
_____
_____
_____
_____
_____
_____

REQUEST FOR INFORMATION

DATE: _____

TO: Staff involved with the student listed below.

FROM: _____ Advisor

RE: _____

I am requesting your assistance in providing information regarding the above student. Information given will be used by the advisor and/or by the 8th grade OPT team in working with the student.

You will be informed of any action taken. If you wish to be involved in the action plan, place an asterisk after your name below.

1) How is the student doing academically in your class?

2) Describe his/her efforts in class.

3) Give any study habits/skills needing improvement.

4) What is the attitude of the student toward classwork/peers/teacher?

5) Are you satisfied with the general behavior of the student? If not, where is change needed?

6) Comments/suggestions:

7) Would you like to discuss this further?

Return by: _____

Thank you

Teacher's Signature: _____

STUDENT STAFFING SUMMARY

NAME _____ DATE _____ ADVISOR _____ REASON FOR STAFFING _____

Attendance Record: 1st Quarter _____ 3rd Quarter _____ Health Record _____

2nd Quarter _____ 4th Quarter _____

Psychologist's Referral ____Yes ____No

Counselor's Record _____

	MATH	SOCIAL STUDIES	ENGLISH	EXTENDED SUBJECTS	PARENT	STUDENT
SCHOLASTIC PROGRESS						
BEHAVIOR						
CONCERNS – NEEDS						
STRENGTHS						

ACTION PLAN DECIDED UPON: (Be specific)

IMPLEMENTATION ROLES:

	NO DIRECT ROLE	ROLE DESCRIPTION
ADVISOR:		
PARENT:		
STUDENT:		

_____REVIEW DATE FOR ACTION

A-6a

STUDENT REACTION SURVEY

Evaluation # 1

Date: _____

Title of Activity:

Objective:

WE MET OUR OBJECTIVE FOR THE DAY:
(Check which statement applies)

_____ 4 **Met all expectations**

_____ 3 **OK**

_____ 2 **So-so**

_____ 1 **Don't do it again**

_____**Student Initials** _____**Advisor Initials**

Recommendations (group setting, possible changes)

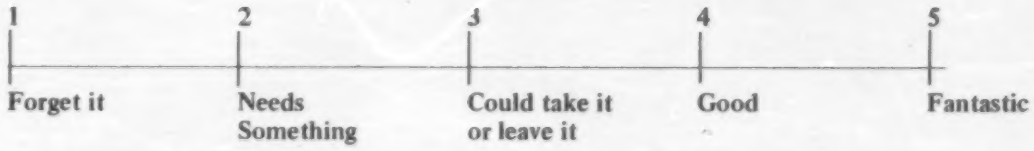
In your opinion, what was the best part of the activity:

Evaluation # 2

A-6b

Date _____

HOW ARE YOU FEELING . . . ?



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